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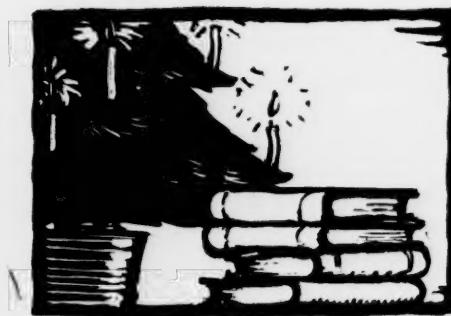
PART 1

THE LIBRARY JOURNAL

VOL. 58

December 15, 1933

No. 22



'Twas The Night Before Christmas

Mary H. B. Wurts

PUBLISHED TWICE A MONTH (MONTHLY IN JULY AND AUGUST) BY

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BERTINE E. WESTON, *Managing Editor*

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Forthcoming Issues of
THE LIBRARY JOURNAL

The leading article in the January first issue will be entitled "Shall Librarians Have a Code?", prepared by Mrs. Barbara Cowles of the University of California Library at Berkeley. Another important article scheduled for this number is "The Taxpayer and Reading for Young People," by Charlotte H. Clark and Louise P. Latimer of the Washington, D. C., Public Library. This article discusses the all important subject of whether or not a library in every school would justify the cost. A third article, scheduled for this number, is entitled "Regional Cooperation" and is written by Arnold K. Borden, Research Librarian of the University of Pennsylvania.

As noted in an editorial in this number a new department entitled "Advance Book Information" will begin January first. This will be an expansion of the former department entitled "Forecast of New Books."

A special number on Correspondence Schools and their material is being prepared for January fifteenth. This number has been postponed from the January first for unavoidable reasons.

B. E. W.

THE MARKETING OF LITERARY PROPERTY

by

G. HERBERT THRING

late Secretary to the Authors' Society

With a 13-page letter to the author from

BERNARD SHAW

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NEW YORK

THE LIBRARY JOURNAL



‘Twas the Night Before Christmas

By MARY H. B. WURTS

Children's Librarian, The People's Library, Newport, R. I.

WHAT SHALL we do for Christmas this year in the Children's Room? Isn't there something completely new, something entirely different from what has been done other years, something so unusual that it will startle the children, wake them up, and make them take notice as they never have before?

Greens and a tree were an old story. Posters, even new ones, aroused only mild and short lived interest. In whatever was to be done, though, economy must be observed. Therefore, home talents must be called on.

Perhaps it was the new editions of *The Night Before Christmas* that suggested the idea. Perhaps it was an earlier attempt at an exhibit for Lincoln's birthday that was responsible. Whatever it was, a Christmas scene set up on a shelf of the case for "Books for Clean Hands" seemed to be the thing we were after to arouse interest.

First of all we took stock of toys and settings used formerly. The supply was meager, and not particularly appropriate for this season; so we had an easy conscience in starting fresh on a topic for the new exhibit. Finally, we decided to illustrate the poem "*The Night Before Christmas*."

Using two shelves we could show on the upper one a roof top covered with snow, and under it the interior of the room where "not a creature was stirring, not even a mouse." Listing all the necessary articles it was easy to check off

those we could make and those which would have to be bought. The latter were very few. The roof made a good beginning. It was easily made and set up. A nice red brick chimney at one end, a gable on one side, and two small windows, one in the gable, the other under the eaves at the end, gave it character. Snow to cover the roof and blue paper generously starred for the sky were purchased. Using a small disc of stiff paper and covering it with tin foil we had a fine moon in the sky to shine "on the breast of the new fallen snow." On the roof we needed St. Nicholas' "miniature sleigh and eight tiny reindeer." After several attempts to make the reindeer from cardboard, copying pictures, it seemed better to put them on our buying list. We did, however, succeed in making a splendid sleigh from cardboard, and set it up on the ridge of the roof all ready to have the reindeer harnessed to it. Just before Christmas one would think it not too difficult a task to buy reindeer, but greatly to our surprise we had to make a thorough search, canvassing all the shops in town. Beginning with the toy shops we soon eliminated them as absolutely unproductive. Next we tried department and gift stores, and finally resorted to candy shops. Everywhere we explained what we were doing in the hope of gathering some helpful suggestion, but when the reindeer were finally found and the clerk had only two it seemed that our explanations were of little avail, or that the

grown-ups of the town had completely forgotten this Christmas classic. Upon repeating we must have eight reindeer the clerk scurried around and at last produced the proper number each one tied to a square of chocolate (later enjoyed by the makers of the exhibit!). With this accomplished we set off in triumph and "up to the house-top the coursers they flew."

The next thing was the scene of the room. First of all the fireplace was erected out of blocks, with space large enough for St. Nick to come down "with a bound." The blocks were promised to us by a small boy borrower, but when it came to producing them he reported that his mother had thrown them away because he left them scattered about the house underfoot! However, we succeeded in procuring others. On one side of the fireplace stood a Christmas tree (once a bridge tally), and on the other was a home-made grandfather's clock. St. Nicholas stood by the fireplace, where "the stockings were hung by the chimney with care." On the mantel were two candlesticks and a bowl of holly cut from a Christmas card. On the floor was a warm rug crocheted by one of the girls, who also made a robe for the sleigh. The stockings too were made

by a girl, and St. Nicholas' bundle of toys was bursting with presents to go into other stockings and on other trees. It seemed less exciting to have empty stockings hanging from the mantel. St. Nicholas might just as easily have gone "straight to his work and filled all the stockings."

Each one had a candy cane (paper again) and some present sticking from the top. To make the stockings look bulky and properly filled, paper clips, tiny balls of paper, and other odds and ends produced the desired effect. St. Nicholas' bundle was also filled with wads of paper to give it shape and an interesting appearance below the mouth from which a teddy-bear, a jumping-jack and a gayly wrapped box protruded.

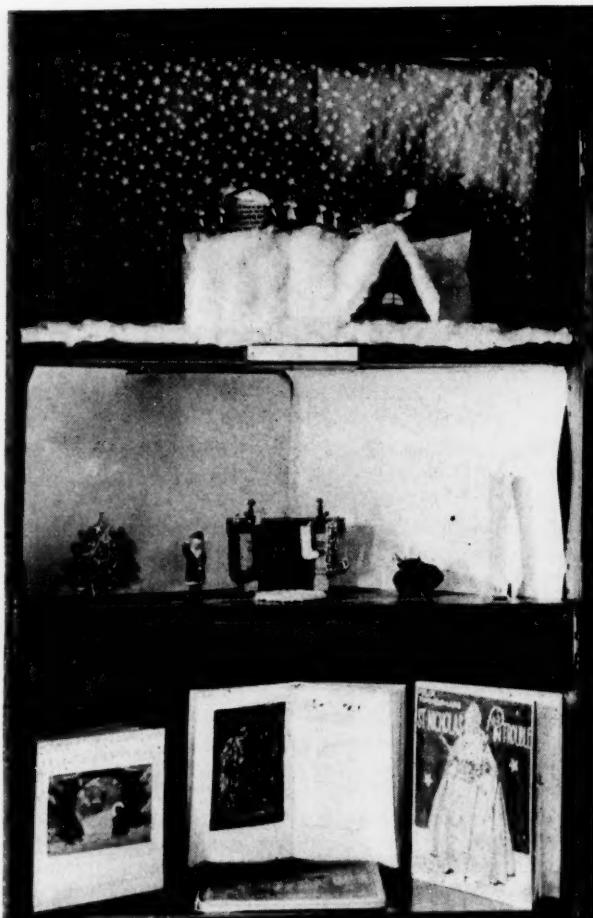


Illustration Of The Poem "The Night Before Christmas" In The Children's Room At The People's Library, Newport, R. I.

that gathered during the entire time it was in the Children's Room more than repaid us for all our efforts. It was such fun to hear the little ones telling even younger ones what it represented. It was fun to see how many observers knew the poem and could name all the reindeer.

It was something new and different, and it did succeed in making the children take notice!

Classification Viewed From Its Pedagogical Aspects

By HARRIET DOROTHEA MAC PHERSON

Assistant Professor of Cataloging and Classification, School of Library Service, Columbia University

COURSES in classification are sometimes expected to furnish the future classifier with a thorough knowledge of the history and theory of classification, to prepare him to classify books intelligently according to any system, to give him training in developing any division within a classification system to an infinitesimal point, and even to fit him for undertaking the building of new systems of classification. Obviously, all of these phases of the subject cannot be covered satisfactorily in a single course during the first year of the library school curriculum. Schools differ widely as to whether first year classification is to be merely a one semester course, whether it is to extend as a separate course over an entire year, or whether it is to be taught along with cataloging. In any case, the time allotted is meager, and the instructor is obliged to devote his efforts to giving the student a brief survey of the history and theory of the subject, and to training him to classify according to one of the better known systems of the present day. Any serious attempt at initiating the student into the further development of an existing scheme, or the planning and working out of an entirely new system, must be left for an advanced course. In many schools practical problems with more than one scheme are not possible during the first year's curriculum, and in most cases a detailed study of comparative classification seems quite beyond the scope of an introductory course.

Bearing in mind, then, the general purpose of a first year course, how can the instructor best qualify the student to measure up to these standards? In the making of a practical classifier what proportion of time should be allotted to the theory and history of the subject? What modern system of classification is to be used as the medium for practical classifying throughout the year? How can the instructor best give the students practice in using this system? Very likely some aspects of these fundamental questions have confronted every instructor of classification. Whether he is teaching the course as a separate division of library science, or simultaneously with cataloging, such problems are inescapable.

In most library schools the student body varies greatly in the matter of previous experience. There are many students who come straight from

college, and there are apt to be a fair number who have turned to library work after careers in teaching, secretarial work, or various other fields. But there are also many people with previous library experience. The nature of this experience differs widely, from a brief service in the capacity of student assistant, to many years of work of a nature which must be termed professional. In determining the best method of approaching the study of classification for such diverse groups, the question of the amount of time allotted to each aspect of the subject, as well as the order of handling of the topics, play a definite rôle.

It would be well to remark here that most students are apt to be enthusiastic about the study of classification. Many regard it as a game, while others are fascinated by the outlets for theoretical possibilities which present themselves. Frequently, librarians have an idea that only people with mathematical minds can fully appreciate classification, but teaching the subject rather contradicts this common belief. Men as well as women seem to find classification far from dry, and even students who scorn cataloging by itself are likely to consider it an intellectual rather than mechanical pursuit largely because of its affiliation with classification.

The school that advocates the teaching together of cataloging and classification offers little choice as to method of procedure. In order to teach these subjects simultaneously, and to enable students to classify the same books which they are cataloging, it is clear that some knowledge of the theory of both subjects must precede any practical work. The field is in each case too intricate to have students plunge in and catalog and classify before they have gained a very definite background of the why and the wherefore of the two subjects and of their relationship to each other. In the case of the school which teaches classification as a separate course there would seem to lie more of a choice for the instructor. After a preliminary talk on classification, practical work according to the classification system which has been chosen as the basis for the course, may be begun at once. Along with this practical work the student may be given outside reading on the theory and history of classification, and from time to time a class period may be taken

from the practical work to discuss such reading. Or the instructor may want to devote several weeks to the theory and history before undertaking any practical work. Each method has an advantage, though it would seem that in cases where the majority of the students have already had experience, it might be well to begin by investigating the history and theory. Such students already know something of the practical side of classification, and they will probably be eager to develop aspects of the subject which are new to them. Otherwise, at the very beginning they may lose interest because of emphasis on points with which they are already familiar. In larger schools the instructor may not be able to choose his method of procedure, because of the difficulty of handling great numbers of students with only a limited supply of textbooks on classification. Then staggering of the work must be resorted to, so that one section may be making use of the texts while another is doing practical classifying.

Obviously, the amount of outside reading to be undertaken depends somewhat upon the length of time allowed for the course, and the amount of emphasis which is to be placed on practical work. It would seem best to have students at least familiarize themselves with the theory and history of existing schemes as they have been treated by Richardson, Brown, and Sayers. In addition, the Merrill code should be studied, and, if possible, samples of the Dewey Decimal, Library of Congress, Cutter, and Brussels schemes of classification should be examined.

In a course which runs throughout the year it may be possible for students to gain familiarity with each of the four above-mentioned schemes by actually using them for practical classifying. In most schools, however, there is not sufficient time to try out thoroughly each of these schemes, and an attempt to do so in the larger schools would present serious difficulties. For instance, the housing of a sufficient number of Library of Congress schedules to provide continuous practice for one hundred students would require special forethought; the fact that the Cutter scheme has remained unfinished, and is rapidly declining in use as a practical system, would lay open to serious criticism a school that devoted considerable time to classifying according to this system; in the case of the Brussels scheme there is the language difficulty to be met with, since no complete edition as yet exists in English. Because of these facts, and the knowledge that at the present time over 90 per cent of the libraries in the United States are using the Dewey Decimal system, it would seem wiser for the majority of schools to select this system as the medium for practical work. If possible, time should be allowed for at least one or two problems on the Library of Congress system, largely because this

system is rapidly growing in favor, particularly for university libraries.

The Dewey Decimal classification therefore remains the basis for practical work in the majority of library schools, but how does the student learn to use it? In cases where cataloging and classification are taught together, or where practical work has been preceded by a thorough grounding in the history and theory of classification, he already knows a good deal about the D.C. He is no doubt acquainted with its intriguing method of spelling, with the history of its development, with the importance of the fact that it is a numerical scheme, with the unevenness of the working out of its various classes, and with the advantages of its relative index. As a matter of fact, he may know a great deal more than this, and may even be able to evaluate to some extent the good and bad features of the D.C. in comparison with the L.C., Brussels, or various other schemes. On the other hand, the student who is to be introduced to practical classifying soon after the beginning of the course will have to have some of these points made clear to him as he goes along, though he will be learning them gradually from his outside reading. Whatever his preparation, the student is now about to learn to classify actual books according to D.C. In cases where cataloging and classification are taught as separate courses, here again there seems to be more choice in the matter of procedure. The instructor may start with the 000 class and continue straight through Dewey, allotting as many problems as seem feasible to each class studied. Or he may begin with a basic class like the 900's, so that the student will have from the beginning an understanding of country subdivisions. Or there may be an attempt made to choose the easier classes first, leaving the 000's, for instance, until near the end of the course. A study of Dewey, class by class, seems in most schools to be the usual method of introduction to practical classifying. Occasionally, however, there is an instructor who, although teaching classification as a separate subject, elects to give the students practical work in much the same way as the instructor who is giving a combination cataloging and classification course. That is, he does not introduce the student to Dewey, class by class, but selects in the beginning easy books running throughout the classification, and then gradually increases the difficulty of the books to be classified. This method has an advantage over the class by class method in that it gives the student practice in using the whole of the classification all of the time, and does not let him know ahead that all of the books for a certain day will lie, for instance, within the 700 class. It has a disadvantage, however, in the fact that the student as a rule will not be making a detailed study

If the good and bad points of each class as he goes along. Also it will prove difficult for the instructor to make a balanced selection of books for each problem. If this method were to be preceded by a careful study of Dewey, class by class, before any classifying were attempted, from the student point of view, at least, it would seem to be advantageous. The argument that a class by class procedure in practical classifying is not preparing the student for future work in a real library, is not so sound as might be thought. It is true that in the smaller library the classifier has to handle books on every possible subject, and it is also true that in some larger libraries books are assigned to classifiers by language rather than by subject. Probably 50 per cent of the larger libraries do have individual classifiers for special subjects, however, and in many college and university libraries special collections and department libraries have their individual classifiers who devote all their time to their particular fields. Likewise, the classifier in the special library finds the majority of his books to be on one particular subject.

One great difficulty in teaching students to classify books according to the D.C. or any other scheme, is to make the class visualize a certain list of books as though they were being fitted into a working library collection. The ideal would be to furnish each student with about 500 books at the beginning of the course and have him arrange them according to the collection of a large or small library, but always in relation to themselves. Since this method is not possible in any but the very smallest of schools, and few neighboring libraries can offer their actual collections as classification laboratories for students, a substitute must be found. Not many librarians will argue the point that it is one thing for a classifier to throw a book into the best possible theoretical number in D.C., and quite another thing to have him fit this book into the best possible number in D.C. which is in keeping with the collection of an alive library. The best number for one collection may not prove the best for another. Students without experience often have difficulty in imagining the book as it might stand on the library shelf; students with practical experience are too apt to think of the book only as it would stand on the shelf of the particular library where they have been working. The most practical way to solve this problem seems to be to enforce on the students, from the beginning, the necessity of giving all the possible logical alternative numbers for each book classified. In order to do this it is suggested that students try always to imagine as many types of libraries as possible, and where each institution might want the book classed. When correcting problems worked out on this basis, the instructor must show a great amount

of leniency, but should indicate which numbers are not so good because they are too special, etc. After the problems have been returned to the students again, some discussion of the various possibilities suggested will be found helpful. Particularly at the beginning of the practice in using a classification, emphasis should be laid on alternatives for special types of libraries for the sake of students without previous training. Otherwise the future classifier may be open to the criticism of lack of adaptability.

Often students wonder how many of the D.C. classes and their subdivisions should be memorized. People differ widely as to their memory for numbers, and it cannot be denied that a good memory is an aid to rapid classifying. Certainly the first and second summaries of the D.C. can be memorized, the form divisions and the history numbers for the chief countries of the world. To go further would be helpful, but in a short course it proves better to teach the student adaptability rather to train his memory. He should be able to use the relative index intelligently, to interpret the directions for country and other subdivisions in the various classes, and to figure out intelligently what the various tables in the appendix are intended to convey.

To go as far as this in the matter of practical classification in other systems seems impossible in an introductory course. Some practice in L.C., Cutter, and even in Brussels, would be desirable, but as has already been mentioned, there are many difficulties besides that of time. One or two problems in L.C. can usually be undertaken so as to bring out the differences from D.C., in the application of this scheme to actual books. A theoretical study of L.C. is better than nothing, but even a little practice is helpful. In how far one can say that a student thoroughly trained in one system will make a good classifier in another system is doubtful. Certain underlying principles are the same, though an infinite amount of experience is necessary in the making of a good classifier. Anything included in the curriculum which will give the student a broader outlook over the whole field of classification, and which will render him more adaptable, should tend to train him as well for one system as for another.

There is still another angle from which the teaching of classification must be viewed. It involves the value of special training in classification to the future librarian. Many students will leave library school to take up administrative, reference, or some other types of work which in no way relate to classifying; to some others, who may go to small libraries, classifying will prove only one among many duties; while a few students will accept positions in which classifying may become their chief occupation. The ordinary library school is not able to separate these groups;

it must prepare all alike, for very few students know when they may not be called upon to make use of a knowledge of classification in later years. Library administrators, for instance, who may not have classified a book since they left library school many years before, may be asked suddenly for advice in regard to a change of classification. They have to know at least the relative merits of D.C. and L.C., what is involved in making a change, and to what sources to turn for direction. Thus every trained librarian would do well to have a thorough background of classification so that he may intelligently direct others, whether or not he may ever be called upon to classify himself.

But what of the practical classifier? Does he ever feel in the present day, with such aids in the field as the L.C. card which furnishes both L.C. and D.C. numbers, and numerous printed catalogs, like the *A.L.A. Catalog*, which help in supplying D.C. numbers, that it is foolish for him to have spent so much time in learning about Classification? Such aids as the above help in guiding the classifier in the right direction when

he is seeking for the best place for a book, but they present numerous pitfalls for the unwary. In the first place, the D.C. numbers on L.C. cards are worked out to the most exact point, and the majority of librarians would be satisfied with broader numbers. Then the numbers given in the *A.L.A. Catalog*, for instance, may be perfectly good numbers as suggestions, but the particular library for which the classifier is working, may want all books on that subject in some special place. It requires discrimination and adaptability to recognize when such numbers are usable, and when not. In addition to such problems there are many libraries that do not find L.C. cards available for large numbers of their books, and there are likewise older books to be classified for which there may be L.C. cards which were printed before it was customary to furnish D.C. classification numbers. For these reasons there is still need for the careful training of classifiers, and the more training they can get, the better for them and for the libraries to which they may go.

Christmas Day

Christmas Day. Deep snow, frozen hard. Wings of red gold light, at dawn, across a sapphire sky. I hurry to spread a bird breakfast of most delicious seeds, crumbs, figs and suet. All arranged, visibly, on the terrace outside of the dining room window. Hoppings and happy chirpings from fluffed out, feathery people who've been up and hungry for hours, they say. "Here's no wind, warm stones swept of snow, and food! Hurrah!" they scream. One little stranger hesitates for a minute, but seeing that things are being gobble so fast comes into the middle of the crowd and gobble too, as well as any other. People who've been colder than others sit first on one leg then on the other, warming the not-stood-on-toes against their little bodies under the feathers. Down beyond the flower garden is another breakfast, for shyer people.

—From *Green Life*, by Christine Swayne.
Courtesy of G. P. Putnam's Sons.



A Library Of The Future

By ANGUS SNEAD MACDONALD

President, Snead and Company, Jersey City, N. J.

Part II

WE ARE informed that the architectural department, occupying some sixty-five thousand cubic feet, can accommodate over one hundred readers and workers, fifty-four thousand books and ninety thousand photographs. The equivalent space in a great reading room of the old type would accommodate only forty or fifty readers, with a few books in wall cases, and none of the other facilities. The savings in carrying charges on invested capital, in building maintenance and administration, and in library operatives, through letting the readers go to the books, makes possible all the fine technical equipment, luxurious furniture, perfect lighting, air conditioning, and expert advisory service—all that without any increase in cost over the budget of a library having accommodations for an equivalent number of readers but built on the principle of large supervised reading rooms and segregated book storage. Furthermore, the response from the citizens in increased patronage and good will is gratifying.

While we continue on our tour of inspection, the Director explains that the Architectural Department which we have just seen is typical of some fifty other departments each catering to a particular field of interest. These are all in a constant state of growth and adjustment made possible by the fact that there are no permanent vertical divisions throughout the general utility area. As a consequence, perfect elasticity in secured and related departments may always be kept close to each other horizontally or vertically without hindering their expansion. What is stack space one day may the next day be converted to reading space or open area for the work of the library staff. The lines of division between departments are formed by movable panels and doors which interlock with the stack columns and deck floors and can be quickly transferred to a different location without noise or muss. The same is also true of the stack ranges and the various items of equipment. These units, accurately and economically fabricated by methods of mass production, are interchangeable and may be installed wherever needed. Only the furniture is variable as it must suit a host of different individuals each with his own peculiarities.

"Adjustments for department growth," explained the Director, "and the accommodation of new departments are made at least once a year,

when we go right through the library, cutting down, expanding, and shifting, so that each division is adequately housed and can take in a year's accessions without any crowding. Then whenever we find that our general utility space averages three quarters full, reading, working and storage all considered, we expand the building."

At this moment we see a job of departmental readjustment going on. A new division just established for Atomic Power is being split off from, but kept adjacent to, Physics, Electricity and Chemistry. The Applied Mechanics department is being moved to another tier close to Civil Engineering, and the space vacated divided among the four closely related departments which will now have an entire tier to themselves.

We are told that the physical work of establishing this new division will all be finished by an expert moving gang in one night and they will then proceed through the tier making the necessary adjustments in the neighboring departments. Everything, including the rearrangement and shelf listing of the books, is to be completed within a week with but slight inconvenience.

We now proceed cursorily through a number of other departments—Germanics with its suggestion of a mediaeval atmosphere in the furnishings; the Music division, which contains not only bound and sheet music but also records on rolls, discs, and films, apparatus for recording and playing and a dozen or more, small studios; Elizabethan literature with a splendid collection of first editions and prints; and a well set up book bindery; Forest Products having furniture made of woods from all over the world and samples of every known commercial variety; Comparative Religions with an interesting exhibit of ritual material, primitive and civilized, ancient and modern; and the Izaak Walton room with a work shop well filled with fishermen readers tying flies and making equipment. Right here the Director calls our attention to two men working side by side on a dry-fly rod and engaged in animated conversation. One he knows to be a pattern maker and the other a leading banker. It seems that attention to a common interest or hobby is a great destroyer of class distinction. These two men can associate in an intimate special library on common ground and without inhibitions. But such association in a great general reading

room where there was no recognized common interest could scarcely be expected.

Each department is built with the same space units and with identical structural members, but there is a most pleasing variety and contrast between them. The space units are combined in different ways so as to secure for each department a layout which exactly fits its special requirements. Also, each has its own individuality and charm in the design and arrangement of the furnishings. And with each we get a visual impression suggesting the literary character of the department.

Every one of several dozen special libraries seems to be complete in itself and each interlocks and cooperates with all the others to form one great smoothly functioning general library.

We next visit the children's section, which occupies three entire tiers and generally duplicates but on a minor scale, the departments for adults. It has similar, although fewer, subject divisions, with experts in charge particularly selected for their understanding of children. Also the same kind of exhibits, work shops and laboratories are available for both boys and girls. We can readily see by the appearance of the children that the appeal is strong enough to attract many who would ordinarily avoid voluntary attendance at any cultural institution. It is in this children's section that interests are awakened which will later develop steadfast library supporters and good citizens.

We are informed that there is also a day nursery occupying most of the ground floor tier and having access to an adjacent enclosed playground in the park. Here, for a small fee, mothers may leave their children under safe and wholesome conditions while they attend to their business in the library. The Director feels that the library would fall far short of its mark if it did not reach the mothers of the community.

But now for the top decks and roof! Our guide remarks that the roof of a library was formerly left quite unused but he has found it, and the space immediately below, to be the most valuable areas in the building and all too small for the need. We get out of the elevator on the second deck from the top and find just beyond the usual small but attractive lobby a large reception hall. In the center is a wide space two tiers high with ample galleries around all four sides and club-like furnishings suitable for a reception, dance or musicale.

Opening off the reception hall are several lecture rooms of different sizes with complete equipment for sound and silent pictures, and also a "band box" theatre for little shows. All of these extend up through the height of two tiers and are equipped with rows of seats on removable, sloping platforms. These are to permit this

special use area being turned into the typical "general utility" space whenever the building may be extended higher.

These facilities, we are told, are for the joint use of all the various library departments for such purposes as lecture courses, society meetings, receptions for notables, or travel pictures. When the advance schedule shows any free periods, organizations outside the library are allowed to come in. This has resulted in an ever increasing acquaintance with the library throughout the city and in a longer list of staunch friends each year.

We next proceed to the roof—or, actually, the top of the main building structure. The real roof is of steel and glass and surmounts an auxiliary super-structure. The elevator lobby on the roof is much larger than those below and serves as a reception room. One door from the lobby leads out into an open air reading room having a fine view over the city. It is equipped as a terrace garden with awnings, tables, comfortable wicker furniture, a pool and tinkling fountain and delightful planting.

From the Reading Terrace we pass through a gate in a hedge into a much larger area used as an outdoor café. Here, where a skillful landscape artist has had control, one has the feeling of entering the tea garden of a fine country club. The center of attraction is a wide fish pond full of aquatic plants and partly shaded by an overhanging dogwood tree and some flowering shrubs. Beyond the stone slabbed area around the pool there are lawns and flower gardens with high planting to form a background. In one spot this planting is kept down to parapet height disclosing a charming view of the park, suburb, farmland, and forest covered hills beyond a winding river.

The café tables continue from the outdoor terrace on under a veranda and into a glass enclosed dining room. It is explained that by means of a sliding glass roof the outdoor garden can also be enclosed to make a fully protected but sunny winter garden. The quality of the glass is such as to transmit wholesome light rays and its thin hollow slab form provides excellent insulation as the interior of each slab is a vacuum.

The Director explains that the planting we see serves other purposes than mere decoration: it is really the demonstrating laboratory for the Home Gardens department:

"Here is shown in a practical way the effect of special fertilizers, inoculations, electrical currents in the soil, light and gas treatments, and insecticides. Probably no single feature in connection with the library has made more library adherents than this roof garden. Just after it was opened a series of demonstration lectures was given on the decorative home garden, kitchen garden, private greenhouse, window box plant-

ing, and aquatic plant culture. The fame of the lectures spread by word of mouth and they became so popular that they had to be repeated immediately and then continued year after year. It seemed as though every housewife and 'five-o'clock' gardener in the territory wished to attend despite the fact that a fee was charged. We do not believe that such fees are a deterrent, but rather the contrary, where the subject is handled in a way to arouse personal interest. As a result of these lectures, many gardening and horticultural books have become more in demand than fiction 'best sellers.'

Before taking our departure we sit down at one of the tables near the pool for an appetizer and luncheon while the Director summarizes their guiding philosophy:

"It is our belief that if a library can connect books in a vital and practical way with the commercial, professional, and recreational interests of the community it serves, its patronage will be limited only by its physical capacity, up to possibly fifty per cent of the population.

"We have aimed to develop our library as a working laboratory for all kinds of people rather than as a monumental reading place for the comparatively few congenital 'book worms.' By following that policy we have actually attained the ideal of making the library the 'People's University.' We find that there are far more people who will not read except as an adjunct to other interests than there are readers to whom books in themselves are sufficiently satisfying.

"In trying to adequately take care of both we had some serious difficulties to overcome such as the avoidance of impossible bulkiness in our building and overwhelming administration costs. Our architects found the answer merely by a logical simplification.

"We feel that in nearly every person there is a certain individuality which if properly developed will allow him to stand out in some activity instead of being completely submerged. I could cite you instance after instance of 'dead ended' clerks, mechanics, and even common laborers who have been sent here to see some practical demonstration in connection with their work or hobby, and as a consequence have become steady visitors and men of some achievement in life.

"This development of human individuality we consider to be one of the best balance wheels possible for the successful operation of a democracy. Such people are not so easily led into mob madness by mere emotional appeal as are those who derive their ideas from the mass propaganda that can be so widely and attractively offered.

"A reader of books tends to become individualistic in his ideas. Those ideas may be extravagant in any individual but collectively the average is wholesome for the community and the state. The kind of intelligence which is cultivated by the personally selective reading of books makes for a steadiness that is not reactionary and for a progressiveness that likes to feel safe footing step by step as it proceeds.

"Such has been the experience in this community. As a result our public library system has won a position in popular esteem which need yield to no political whim or take second place to any other enterprise.

"What we are doing here today might have been done long ago and may be done tomorrow almost anywhere in the civilized world. We feel that such a library as we have serves an essential purpose in helping to develop the kind of mature men and women who can be safely entrusted with responsibility for governments operated under universal suffrage."



College Library News, 1932-1933*

THE COLLEGE library news for 1932-1933 includes far fewer items than for a number of years past. With less money to spend for books and buildings, college librarians seem to have been devoting their energies to the solution of local problems and to have avoided printed comment.

The emphasis upon research as a college library function has been continued. Dr. Louis R. Wilson wrote on "The Service of Libraries in Promoting Scholarship and Research."¹ The John R. Commons Research Library at the University of Wisconsin has been opened to the public,² and at the Massachusetts Institute of Technology a reorganization occurred whereby the Eastman Library of Science replaces four small branch libraries and becomes a library primarily for research.³ The article by Douglas Waples on "Graduate Theses Accepted by Library Schools" indicates the character of research which is now being carried on by a few librarians.⁴ The list of special collections in Pennsylvania college libraries will be a further aid to investigators.⁵

The relations between students and library have been stressed. Studies of student reading habits and the use of dormitory libraries come from the University of Chicago.⁶ In an effort to stimulate student reading, Penn. State College is developing fraternity house libraries⁷; the University of Iowa has established a student library in the Memorial Union⁸; and Washington and Jefferson has opened a browsing room.⁹ May Hunt of Penn College described a course in reading for pleasure.¹⁰ Other aspects of the problem are presented by D. P. O'Hara in "Voluntary

Reading by College Students"¹¹; by Alvin C. Ehrich in his article, "Student Use of the Library"¹²; by A. F. Kuhlman in "The New Plan (University of Chicago) and College Libraries"¹³; and by W. P. Kellam in "Reserve Room in a University Library."¹⁴ The experience at Stephens College in a library-focused curriculum is described by Dean B. L. Johnson.¹⁵

In some institutions library privileges have been extended and in others they have been curtailed. Northeastern State Teachers College, Tahlequah, Oklahoma, invited the unemployed of the vicinity to use its plant including the library, and Goucher College Library provided space for courses for women workers.¹⁶ Stanford University announces a change in its regulations governing the use of the library by persons not directly connected with the university.¹⁷ Extension of hours for university libraries is discussed¹⁸ and also liberality in the rules in a college library.¹⁹ The University of Wisconsin has been forced to place a guard at the stack entrance and thus to end the honor system there.²⁰ There are other laments about the loss or mutilation of books and manuscripts.²¹

The depression receives but little attention although an article is entitled, "Depression University."²² Periodical subscriptions and the reduced budget²³ are discussed, and more particularly German periodicals.²⁴

Library technique received its due consideration by college librarians. The book by Brown and Bousfield, entitled, *Circulation Work in College and University Libraries*,²⁵ is an important contribution to library literature, while Miss

* A summary of news relating to college and university libraries appearing from November 1932 to October 1933, inclusive. Prepared by F. L. D. Goodrich, Librarian, College of the City of New York, with the assistance of students at the Columbia University School of Library Service, and presented by title at the conference of eastern college librarians at Columbia University, December 2, 1933.

1 *Lib. Quart.* 3:127-45 (April 1933).

2 *Wisconsin Library Bull.* 29:103 (April 1933).

3 Massachusetts Institute of Technology. Report . . . 1932, p.58-59.

4 *Lib. Quart.* 3:267-91 (July 1933); *Sch. and Soc.* 38:126-28 (July 22, 1933).

5 *Pennsylvania Library Notes*, 13:320-23 (July 1933).

6 *Lib. Quart.* 3:37-65 (Jan. 1933); *LIB. JOUR.* 58:403 (May 1, 1933); *A.L.A. Bull.* 27:234 (May 1933); *Pub. Weekly*, 123:1408 (April 29, 1933).

7 *LIB. JOUR.* 58:219 (Mar. 1, 1933).

8 *LIB. JOUR.* 57:938-40 (Nov. 15, 1932).

9 *Pennsylvania Library Notes*, 13:339 (July 1933).

10 *LIB. JOUR.* 58:677-79 (Sept. 1, 1933).

11 *LIB. JOUR.* 58:250-52 (Mar. 15, 1933).

12 *Lib. Quart.* 3:87-94 (Jan. 1933).

13 *Lib. Quart.* 3:21-36 (Jan. 1933).

14 *Wilson Bull.* 7:549-51, 563 (May 1933).

15 *A.L.A. Bull.* 27:205-11 (May 1933).

16 *LIB. JOUR.* 58:412 (May 1, 1933).

17 Stanford University. Report . . . 1932, p.6-7.

18 *Sch. and Soc.* 37:126-27 (Jan. 28, 1933).

19 *LIB. JOUR.* 58:76 (Jan. 15, 1933).

20 *LIB. JOUR.* 58:470 (May 15, 1933).

21 *Pub. Weekly*, 122:1960 (Nov. 19, 1932); *Pub. Weekly*, 122:2341 (Dec. 24, 1932).

22 *LIB. JOUR.* 58:344-45 (April 15, 1933).

23 *LIB. JOUR.* 58:245-47 (Mar. 15, 1933).

24 *LIB. JOUR.* 58:525-28 (June 15, 1933) and 58:978-85 (Dec. 1, 1933).

25 *LIB. JOUR.* 58:494-95 (June 1, 1933).

Bowler's *Elementary Manual of Dental Library Practice*²⁶ is unique in its scope. Pierce Butler contributed *An Introduction to Library Science*,²⁷ and F. C. Hicks issued a revised and enlarged edition of his *Materials and Methods of Legal Research*.²⁸ Claremont Colleges Library published the addresses delivered at the dedication of Harper Hall.²⁹ The magazine articles included fines,³⁰ cooperative cataloging,³¹ the cataloging of phonograph records,³² the slavish following of rules in cataloging,³³ W. M. Randall made a study of the eighty college libraries which received Carnegie Foundation grants for the purchase of books.³⁴ The Thirteenth Edition of the *Decimal Classification* was reviewed.³⁵ C. M. Baker contributed a further article on the allocation of book funds.³⁶ The question of library fees was discussed,³⁷ and the University of California reported that it has instituted a service charge for inter-library loans.³⁸ The College and Reference Section Committee on Book Agencies is now ready to answer specific questions within the scope of its activities.³⁹ A special service plan of book purchases and book reserves is in operation at Cooper Union.⁴⁰ Wind-shield celluloid has been used in place of blotting pads at the delivery desk in at least one library.⁴¹

A *Who's Who in Library Science* is now in print.⁴² This may be supplemented in the case of three college librarians whose hobbies were recently described⁴³ or who are featured as librarian authors.⁴⁴ One librarian was awarded a faculty prize;⁴⁵ another, the Harper Novel Prize.⁴⁶

26 University of Michigan. Report 1932, p.172.

27 *Pub. Weekly*, 124:17 (July 1, 1933).

28 Hicks, F. C. *Materials and Methods of Legal Research. With Bibliographical Manual*. Lawyers Cooperative Pub. Co. 1933. \$6.

29 Claremont Colleges. Library. Dedication of Harper Hall and Conference on the American College Library and its Librarian. 1932.

30 *LIB. JOUR.* 58:485-90 (June 1, 1933).

31 *LIB. JOUR.* 58:514. (June 1, 1933).

32 *LIB. JOUR.* 58:529-31 (June 15, 1933).

33 *LIB. JOUR.* 58:559-60 (June 15, 1933).

34 *Jour. Higher Educ.* 4:171-78 (April 1933).

35 *LIB. JOUR.* 58:495-96. (June 1, 1933).

36 *LIB. JOUR.* 58:247-49 (Mar. 15, 1933).

37 *A.L.A. Bull.* 27:99 (Feb. 1933).

38 *LIB. JOUR.* 58:791 (Oct. 1, 1933).

39 *A.L.A. Bull.* 27:43 (Jan. 1933).

40 *LIB. JOUR.* 58:166-67 (Feb. 15, 1933).

41 *LIB. JOUR.* 58:752 (Sept. 15, 1933).

42 *Pub. Weekly*, 123:2027 (June 24, 1933).

43 *LIB. JOUR.* 58:642 (Aug. 1933) and 58:742 (Sept. 15, 1933).

44 *LIB. JOUR.* 58:491 (June 1, 1933).

45 *LIB. JOUR.* 58:614 (July 1933).

The long service of W. W. Folwell at the University of Minnesota Library was recognized by the publication of his autobiography.⁴⁷ Yale University Library published *Goetheana: A Centenary Portfolio*.⁴⁸ There were contributions of a more popular character from at least three other college librarians.⁴⁹

It is to be expected that a lessened activity in building interests would be manifest. The dedications of the *Mary Reed Library* of the University of Denver⁵⁰ and of the Charles Deering Library at Northwestern⁵¹ marked the completion of two notable projects. The Edward L. Doheny, Jr., Library, University of Southern California, which was reported as completed a year ago, was formally dedicated.⁵² The Girard College Library,⁵³ the Ezra Lehman Memorial Library at the State Teachers College, Shippensburg, Pa.,⁵⁴ and the Ina Dillard Russell Library of Georgia State College for Women⁵⁵ were completed and dedicated. It was announced that the Ella Strong Denison Library, Scripps College, had received a certificate of honorable mention from the Southern California Chapter of the American Institute of Architects.⁵⁶ The General Education Board has made a grant for a new library building for Atlanta University.⁵⁷ This will be utilized also as a library for other negro educational institutions. At Princeton a committee has prepared a report upon the Laboratory Library plan which was presented by Professor C. R. Morley.⁵⁸ A fire nearly destroyed the library of Woman's College, University of North Carolina.⁵⁹

A number of changes in personnel have been recorded. C. Seymour Thompson has been promoted to the headship of the University of Pennsylvania Library,⁶⁰ and John Russell Mason to that of George Washington University Li-

46 *LIB. JOUR.* 58:655 (Aug. 1933).

47 *Wilson Bull.* 7:510-11 (April 1933).

48 *Pub. Weekly*, 123:709 (Feb. 18, 1933).

49 *LIB. JOUR.* 58:431-36 (May 15, 1933); 58:537-39 (June 15, 1933); and 58:623-26, 629-31 (Aug. 1933).

50 *LIB. JOUR.* 58:197-200 (Mar. 1, 1933).

51 *LIB. JOUR.* 58:19 (Jan. 1, 1933) and 58:189-96 (Mar. 1, 1933); *J.L.I. Bull.* 27:91 (Feb. 1933); *Illinois Libraries*, 15:15 (Jan. 1933); Northwestern University *Bull.* 33:91 (Dec. 1932).

52 *LIB. JOUR.* 57:894-900 (Nov. 1, 1932) and 58:19 (Jan. 1, 1933).

53 *Pennsylvania Library Notes*, 13:339 (July 1933).

54 *Pennsylvania Library Notes*, 13:262-63 (Jan. 1933).

55 *LIB. JOUR.* 58:220 (Mar. 1, 1933).

56 Scripps College. Report 1933, p.4.

57 *LIB. JOUR.* 58:19 (Jan. 1, 1933).

58 Princeton University. Report of the librarian 1933, p.23.

59 *LIB. JOUR.* 57:1059 (Dec. 15, 1932).

60 *LIB. JOUR.* 58:19 (Jan. 1, 1933).

brary.⁶¹ Fremont Rider was appointed Librarian of Wesleyan University, Middletown, Conn.⁶²; Marvin A. Miller of the University of New Hampshire⁶³; Helen Benedict of the University of Dubuque⁶⁴; Eleanor Jane Ganfield of Carroll College⁶⁵; Mary Ormond Heald of Hinds Junior College of Raymond, Miss.⁶⁶; Catherine Opal Williams of the East Texas State Teachers College, Commerce, Texas⁶⁷; Edna Hanley of Agnes Scott College⁶⁸; Mary F. Wedemeyer of St. Benedict's College, St. Joseph, Minn.⁶⁹; Cornelia Graham of Clemson College.⁷⁰ Two were named as acting librarians: R. B. Downs of the University of North Carolina,⁷¹ and Margaret S. Galphin of College of William and Mary.⁷² Malcolm G. Wyer has been appointed director of libraries for all the schools of the University of Denver.⁷³ Former President Hoover is to occupy quarters in the Stanford University Library where he will direct research in the Hoover War Library and will prepare for publication certain portions of that collection.⁷⁴ Evelyn Bartlett became Head of Circulation in Haverford College Library⁷⁵; Lloyd W. Joselyn, Reference Librarian, Purdue University⁷⁶; Arnold H. Trotter, Catalog Librarian at the University of Illinois.⁷⁷ At the suggestion of Dr. Harlow Shapley, a new position was established at the University of Pennsylvania, that of Research Librarian, to which Arnold K. Borden was appointed.⁷⁸ He described his work in an article entitled, "After a Year."⁷⁹ A similar position, created at Cornell University, was filled by Henry H. King.⁸⁰ Dr. L. C. Wroth, Librarian

of the John Carter Brown Library, was named Rosenbach Lecture Fellow in Bibliography at the University of Pennsylvania for the academic year.⁸¹ William W. Shirley resigned from the University of New Hampshire Library to accept a position at the New York Public Library.⁸² Helen Dean resigned from Illinois Wesleyan University Library.⁸³ Helen B. Sutliff retired from Stanford University Library after many years of service.⁸⁴ The profession has lost through death two active librarians, Linda M. Clatworthy, University of Denver,⁸⁵ and Ridgely Hunt, Yale University,⁸⁶ and three who had retired: Olive Branch Jones, for many years Librarian at Ohio State University,⁸⁷ Jessica Gardner Cone⁸⁸ and George H. Morton.⁸⁹

There have been the usual meetings of college librarians⁹⁰ and occasionally a special gathering⁹¹ such as the luncheon at the A.L.A. Regional Conference at Des Moines.⁹² The Annual Visitors' Day at the University of Michigan Library was featured by an address by Dr. Louis R. Wilson.⁹³ Harvard,⁹⁴ Vanderbilt⁹⁵ and Denver⁹⁶ had special exhibits during the year.

All the problems of professional training have not been solved. The University of Washington Library School has now been placed under the graduate school of that university.⁹⁷ The University of Southern California was refused the approval of the Board of Education for Librarianship for the establishment of a library school.⁹⁸ An article, "Confusion in Library Training Agencies," occasioned some discussion.⁹⁹ A group of recent graduates from library schools participated in a symposium on the merits and weaknesses

61 LIB. JOUR. 58:849 (Oct. 15, 1933).

62 *Pub. Weekly*, 122:2251 (Dec. 17, 1932).

63 University of New Hampshire, Report . . . 1932, p.16.

64 LIB. JOUR. 58:226 (Mar. 1, 1933).

65 LIB. JOUR. 58:849 (Oct. 15, 1933).

66 LIB. JOUR. 58:849 (Oct. 15, 1933).

67 LIB. JOUR. 58:753 (Sept. 15, 1933).

68 LIB. JOUR. 58:614 (July 1933).

69 LIB. JOUR. 58:614 (July 1933).

70 LIB. JOUR. 58:614 (July 1933).

71 LIB. JOUR. 58:561 (June 15, 1933).

72 LIB. JOUR. 58:561 (June 15, 1933).

73 LIB. JOUR. 58:321 (April 1, 1933).

74 LIB. JOUR. 58:753 (Sept. 15, 1933); *Pub. Weekly*, 124:17 (July 1, 1933).

75 LIB. JOUR. 58:561 (June 15, 1933).

76 LIB. JOUR. 58:515 (June 1, 1933).

77 LIB. JOUR. 58:708 (Sept. 1, 1933).

78 LIB. JOUR. 57:908 (Nov. 1, 1932) and 58:19 (Jan. 1, 1933).

79 *Pennsylvania Library Notes*, 13:323-27 (July 1933).

80 LIB. JOUR. 58:19 (Jan. 1, 1933).

81 *Pub. Weekly*, 122:2341 (Dec. 24, 1932).

82 University of New Hampshire, Report . . . 1932, p.15-16.

83 LIB. JOUR. 58:708 (Sept. 1, 1933).

84 LIB. JOUR. 58:753 (Sept. 15, 1933).

85 LIB. JOUR. 58:226 (Mar. 1, 1933).

86 LIB. JOUR. 58:466 (May 15, 1933).

87 LIB. JOUR. 58:226 (Mar. 1, 1933).

88 LIB. JOUR. 58:708 (Sept. 1, 1933).

89 LIB. JOUR. 58:419 (May 1, 1933).

90 LIB. JOUR. 58:120, 122 (Feb. 1, 1933).

91 LIB. JOUR. 58:607 (July 1933).

92 LIB. JOUR. 57:993 (Dec. 1, 1932).

93 LIB. JOUR. 58:598 (July 1933).

94 *Pub. Weekly*, 123:1119 (April 1, 1933).

95 LIB. JOUR. 58:33 (Jan. 1, 1933).

96 LIB. JOUR. 58:557 (June 15, 1933).

97 University of Washington, Report . . . 1933, p.49.

98 LIB. JOUR. 58:318 (April 1, 1933).

99 LIB. JOUR. 58:510-11 (June 1, 1933) and 58:610 (July 1933); *Sch. and Soc.* 37:752-53 (June 10, 1933).

of library school training.¹⁰⁰ The median salary for professional women, of whom librarians form a group, is \$1691.¹⁰¹ This fact and the efforts to limit the number of students in the library schools has not, however, diminished the number who apply each year for A.L.A. scholarships and fellowships.¹⁰² Among the eleven who received such awards for the year 1933-1934 was Jeanette J. Murphy¹⁰³ who is working on a classification schedule for religious books, especially those of the Roman Catholic Church.

The list of notable acquisitions either by gift or purchase is much briefer this year than formerly. Yale University received a collection on Ireland, numbering over 2,000 volumes.¹⁰⁴ The University of Michigan was presented with the Aldred Scott Warthin Collection on *The Dance of Death*. It also was given forty-five volumes in the Siamese language and four volumes of incunabula.¹⁰⁵ Wellesley College was named residuary legatee in the estate of Sara Teasdale and was given a choice of one hundred books from her library.¹⁰⁶ The late Dr. Henry Van Dyke bequeathed to Princeton University Library his first editions of Stevenson and Tennyson.¹⁰⁷ That library also received a bequest of a collection of prints and books about them, and a gift of an Alpine and Swiss collection.¹⁰⁸ New York University Medical College was given the dermatological library of the late Dr. John A. Fordyce as a memorial to him.¹⁰⁹ Two sets of Jefferson

manuscripts were presented to the University of Virginia.¹¹⁰ The University of Nevada records a gift of 400 volumes of foreign classics¹¹¹; the University of Missouri, a gift of the education library collected by the local chapter of Phi Delta Kappa¹¹²; and the College of St. Mary-of-the-Wasatch, a gift of a memorial collection of 500 volumes of contemporary literature, and the deposit in its custody of a library of 3,500 volumes largely in the fields of archeology and mineralogy.¹¹³ The University of Illinois Library Club is establishing a memorial fund in honor of Miss Adah Patton for the purchase of material on library science.¹¹⁴ The University of California at Los Angeles purchased a collection on Mexican literature.¹¹⁵ The Carnegie Corporation report shows a total of approximately \$1,500,000 given to eighty-five undergraduate college libraries, most of which was specified for book purchases.¹¹⁶ Its grants to Canadian college libraries were announced.¹¹⁷ By way of library promotion, the Friends of the Library of Columbia University have commenced a publication entitled, *Bibliotheca Columbiana*,¹¹⁸ and the Friends of Princeton University Library gave a dinner in honor of the Pulitzer Prize winners.¹¹⁹ Rollins College has organized a Rollins Book-a-Year Club.¹²⁰ Unfortunately, in the effort to build up collections, authors are still solicited for donations of their publications.¹²¹

100 *LIB. JOUR.*, 58:585-89 (July 1933).

101 *Jour. Higher Educ.*, 3:443-44 (Nov. 1932).

102 *LIB. JOUR.*, 58:30 (Jan. 1, 1933).

103 *A.L.A. Bull.*, 27:217 (May 1933); *LIB. JOUR.*, 58:463 (May 15, 1933).

104 *LIB. JOUR.*, 58:174 (Feb. 15, 1933).

105 University of Michigan, *Report . . .* 1932, p.165-6, 171.

106 *Pub. Weekly*, 123:1213 (April 8, 1933).

107 *Pub. Weekly*, 123:1427 (April 29, 1933).

108 Princeton University, *Report of the Librarian*, 1933, p.3-4.

109 New York University, *Report . . .* 1932, p.79.

110 *Pub. Weekly*, 122:2262 (Dec. 17, 1932).

111 University of Nevada, *Report . . .* 1932, p.44.

112 *LIB. JOUR.*, 58:171-72 (Feb. 15, 1933).

113 College of St. Mary-of-the-Wasatch, *Bull.*, 1933-35, p.10.

114 *Illinois Librarians*, 15:42 (April 1933).

115 *LIB. JOUR.*, 57:910 (Nov. 1, 1932).

116 *A.L.A. Bull.*, 27:39 (Jan. 1933).

117 *LIB. JOUR.*, 57:1058-59 (Dec. 15, 1932).

118 *Pub. Weekly*, 123:2035 (June 24, 1933).

119 *Pub. Weekly*, 123:696-97 (Feb. 18, 1933).

120 *LIB. JOUR.*, 58:891 (Nov. 1, 1933).

121 *Pub. Weekly*, 122:2245 (Dec. 17, 1932).

Yuletide

I have no frankincense and myrrh to bring,
As they on camels carried long ago,
Following wake of guiding star's bright glow
To lowly place where lay an infant King;
But praises of that birth I gladly sing
I'm one among the crowds that humbly go
Past summer flowers and through the winter snow
To place of worship where clear church bells ring.

I have no gifts this Christmas day for souls
Held dear, just cards with message to bestow
Of fond remembrance with my printed name;
But I have fuel to blaze my grate-fire coals
And friends and children near with hearts that know
The love and understanding in the flame.

—From *Colored Leaves*, by Amy Woodward.
Courtesy of The Caxton Printers, Ltd.

THE LIBRARY JOURNAL

December 15, 1933

Editorials

WITH THE new year THE LIBRARY JOURNAL extends its scope and usefulness by a new department of Advance Book Information.



To make this extension of service possible without curtailing other important material, the type-page of the JOURNAL is to be increased so as to provide width for three columns for the new book lists, this arrangement to be used also for the Current Library Literature Department, the plan of which has been much expanded under the editorship of Karl Brown. This department of Advance Book Information takes the place of the former department of Forecasts of New Books, greatly extends the scope of the work, filling an important need in the library. The new books and reprints of each month will be listed one month in advance of publication date. The list will be as complete as it can be made by systematic canvass of all publishers. Beside publisher, price and date of publication, there will be a statement of facts about the book, its author, special character, scope, possible reader interest; the kind of factual description (not a review) which bookstores are asking for on their stock-control cards. The list is not advertising but is an effort to give librarians from advance description the information that will help them in forecasting their book needs. Not all books can be described before publication, as publishers do not always provide advance description and simply distribute the book as and when manufactured, but THE LIBRARY JOURNAL will list all books seemingly of interest to libraries about which information can be gathered. For the time being children's books will be omitted, they being covered under the established department, "The Children's Librarians' Notebook." Comments and suggestions for improving the usefulness of this new service will be greatly appreciated.

EXPRESSIONS may come and go, but Santa must find a way, somehow, to make Christmas trees sparkle and stockings sag. Many librarians throughout the country make this holiday season a time for special Christmas displays in the Children's Room, such as Miss Wurts describes elsewhere, or for an exhibit of new adult and juvenile gift book suggestions. The Oregon State Library often plays the part of Santa Claus to eastern Oregon families by sending packages of books in time for Christmas. The rules of this Library are simple. The usual references are required and the service is strictly mail order, but the Library prepays the postage on the books sent out. One Christmas an eastern Oregon mother found a means of helping the Oregon State Library play the part of St. Nick. Unbeknownst to all, she ordered books for each member of the family, wrapped them separately and put them on the Christmas tree to increase the number of surprises. And what a success it turned out to be, even more so than she had planned, for the evenings during the month following Christmas, during which the books could be retained, stretched magically and there was time to travel through many strange and fascinating lands. Other libraries are, perhaps, playing Santa Claus to families who cannot afford many gifts, many others are pointing the way to the ideal Christmas gift—the right book for the right person.

DUBOIS, Pennsylvania, also has an unique Christmas plan. This is one of the best known libraries in the State, well supported financially and more than meeting the A.L.A. standards. There is, however, no bookstore in this town of 11,000 and this year the librarian made arrangements to buy some fifty assorted titles from the Star, Grosset, Burt, Borzoi, and Modern Library series. A Library Book Shop was set up and "A Cargo of Books" was on exhibit from November 27 to December 2, during which time orders were taken for books to be delivered in time for Christmas. There was also an exhibit of original drawings and paintings which had been used to illustrate some of the new children's books. During the week many books, mostly the dollar series, were sold and the profit received from the jobber's discount went into a fund to purchase a display case for the library. The original purchase remained the property of the Library. In a folder sent out to patrons and friends the sentence "While the good ship 'Exlibris' is riding at anchor in port, the Library will be host to the crew" justified the library for selling books.

Library Chat

"IN THESE FOND REFLECTIONS, sir (begotten inevitably by your postmark), I may seem to have wandered some little way from the secret of the mirror and the pigeons. But the case is otherwise: and to that theme I approach steadily. It is in a connection with this very theme that my thoughts now turn to yet further conflicts with British custom in that faraway time when I was getting together the material for my small book about the Branch family.

"I think, for example, of my forlorn endeavors, while on this same quest, to procure a reader's ticket at the British Museum. I think of all those partially or resplendently bald-headed, those precise, and those pincenez'd Under Librarians (each one of them remarkably like a brand-new and glossy wax figure, but, if anything, rather more animated than a wax figure) who made the fact plain that an unidentified American might quite as rationally have asked for the Elgin Marbles or the Portland Vase. I think of how repeatedly I was allowed to state, in writing, my name, profession, address, and purpose, and questioned as to the range of my acquaintanceship among householders in London. It is not possible, I then learned, to convince an Englishman that anybody exists who does not know a great many persons in London; the British mind simply does not grasp the idea. And I think of the final reluctant compromise (reached, I have no doubt, at a special meeting of the Board of Directors, after a consultation with Scotland Yard) that my strange desire might, just conceivably, be considered with more or less seriousness after it had been officially endorsed by the American Ambassador.

"I think too of how at the Embassy I encountered a marked reluctance (with which, at bottom, I sympathized) to make an international affair out of my reader's ticket. Passports were not obligatory in those days; and I had none: and nobody had ever heard of me at the Embassy, nor could the testimony of either *Who's Who* or of *Who's Who In America* be regarded as acceptable evidence of my actual existence. All the attachés were quite frank about that. Nor did I find that the interest of any attaché in historical research work was morbid. And when I eventually got my reader's ticket (which in the irrational outcome did come to pass) it was only through pure accident, in accord with no rule made and provided by the American Embassy or the British Museum.

"I think also, I think with squirms and blushes, of how in Somerset House I paid properly enough my shilling to see the sixteenth-century will of

one of my forebears in which I was interested; and of how, when this will was laid before me, I took out a pencil so that I might make an abstract. I do not recall, at this late date, just how many clerks and head clerks and sub-clerks, guards, office boys, policemen, stenographers, and porters, sprang into action, uproarious at the sight of that two-inch pencil. I am merely sure that in my country we lynch with less noisiness, and that had I produced a dynamite bomb no more officials could have leapt about me with such markedly un-British volubility. In fact, I have never since then been able to believe that an Englishman is really phlegmatic. I learned at all events that at the Probate Registry in Somerset House one paid to look at this or the other will, hiring but a visual indulgence; and that to attempt a copy of any public record deposited there, was a crime punishable with hanging, castration, disembowelment, and quartering of the offender's body, under a statute enacted, I believe, by either Hengist or Horsa.

"In the upshot, however, I was allowed to state, in writing, my name, profession, address, and purpose, and (after some little cross-examination relative to the householders of London) to procure official copies of all the wills I required, at eight pence the folio page. I received also (to my final and complete confusion) something like an apology. It developed that I had been in the right all along. I was right, not because the public records in the Probate Registry were preserved there for the benefit of the public, but because the will at which I was looking when I took out my pencil was dated prior to 1700. The remote dating of this will alone, it developed, had saved my life, and viscera, and other appurtenances.

"You must bear with me. I am not really straying from my theme when I hark back to these trivial-seeming misadventures of a foreigner at loose ends in a land whose customs and faiths are strange to him. I believe, you see, that, as some profound philosopher or another has stated, 'life is like that.' I find that every man lives, and eventually dies, among an infinity of unexplained restraints and unexplained formulas. I, for example, I still do not understand why the sexton of St. Helen's could not unlock the cupboard without waiting to involve two parishes and one see (and, for all I know, an archbishop) of the Church of England. It is a mystery which still preys on my mind now and then when I lie awake at night. I do not understand why my reader's ticket could not be granted, to a self-evidently harmless person, as an aid to consulting the books in the British Museum Library, rather than as a reward for knowing a well-to-do woman who lived in Berkeley Square. . . ."

—From *Mirror And Pigeons*—
BRANCH CABELL.

Book Reviews

Newspaper Reference¹

NEWSPAPER REFERENCE METHODS, by Robert W. Desmond, should be of absorbing interest, not only to those who contemplate entering the newspaper library field, but to all who are in the service and wish to improve their departments. Newspaper workers, other than librarians, will also find it of value, as it presents the best current practices in this field of work.

The author as a reporter used the services of a well organized library and later as instructor of journalism at the University of Minnesota developed a special course in newspaper library science for the students. Mr. Desmond was one of the pioneers in the field of presenting newspaper reference work to students of journalism.

"The book will be found useful as a text for students in library schools and schools of journalism," as the author states in the preface, "since these future librarians, newspaper reporters, and editors will find it of great value to learn how to use reference sources profitable." The needs of all these newspaper workers have been met most exhaustively by the author. He presents a history of the library movement, he gives advice on the organization and reorganization of reference facilities, he deals with the collection of such materials as clippings, books, pamphlets, cuts, negatives and photographs, together with the filing of this great mass of material and the equipment necessary for its housing. He deals with each subject generously, presenting the best practices now in use in the largest and best libraries.

The scope of the library's services rendered to the newspaper is manifold; it may serve not only its own staff of workers, but may serve the public as well. It no longer is a storehouse of inaccessible material, but a live up-to-the-minute department. It must be such, to justify its existence and to take its rightful place in the newspaper organization.

Mr. Desmond sums up the services which a newspaper library performs and lists "preventing errors" as his first point; since errors in dates, the spelling of names, incorrect data, or the wrong names given in the news story are not only embarrassing but may prove costly. Many errors may be avoided by consulting clippings of earlier news stories, and others through a moment's consultation of a reference book. Errors may mean costly libel suits and humiliation for a newspaper. The library takes the place of the mem-

ory of the news man. He verifies his facts and does not trust to luck that he is accurate and correct in his statements.

"News is history in the making, and every event has its background," says Mr. Desmond, "and by the aid of material taken from the files and combined with or added to the accounts of new happenings, and by the use of maps and photographs, something more than a bald recital of an event may be presented. The day's news may be vitalized and to some extent interpreted." Another service rendered is the preserving of valuable material. Frequently the photograph of today is priceless tomorrow.

Local news may be presented in a more interesting manner when the resources of the library are called upon to furnish the necessary background of a story. Since special writers will need special material, the library will plan to anticipate the demands of this writer, as well as aiding the editorial writer and the news man.

On the value of such a department, the author has this to say. "Though it is difficult to compute the value of a reference library, every newspaper maintaining a reasonably efficient one will testify that it returns in time and money saved many times the amount actually invested. Not only that, but a good reference library will add considerably to the physical value of the newspaper property." Some of the newspaper reference libraries are estimated to be worth several hundred thousand dollars. A year ago the library of a metropolitan newspaper was appraised at \$2,000,000. Another values its department at \$1,000,000.

Thus it is seen that the library, serving all departments of a newspaper well, in a large measure determines the success or failure of its paper.

—AGNES J. PETERSEN.

Subject Headings For Children's Books¹

THE PURPOSE of this new list of subject headings for children's books is clearly indicated by the complete title, and amplified in the Preface which states that the list "is intended to serve as a guide in the cataloging of children's books." To fulfill this second intention there is an admirable discussion of cataloging, interesting and provocative for the experienced cataloger of chil-

¹ *Subject Headings for Children's Books in Public Libraries and in Libraries in Elementary and Junior High Schools, with an Introduction on the Cataloging of Children's Books.* By Elva S. Smith. Chicago: American Library Association. 1933. \$3.25. (The Cataloging of Children's Books. Published separately. \$2.25.)

1. Desmond, R. W. *Newspaper Reference Methods.* Univ. of Minn. Press. \$2.50. 1933.

dren's books, and instructive and enlightening to the beginner. It is, however, far more than a guide to cataloging alone, being also a guide to real library service for children both as to the attitude and the scope of activities of the library worker.

Miss Smith's directions for cataloging are simple and practical, emphasis being put on the use of common sense in interpreting the needs of the library in question, considering the kind it is, rather than on a blanket set of rules. In other words, to quote again "flexibility is more to be desired than Medic or Persian laws." Model cards show the forms used in the Carnegie Library of Pittsburgh rather than those of the Library of Congress. This is distinctly helpful since it indicates what is essential information for any catalog, and what may be omitted for a children's.

Discussion of subject headings themselves, brings out further the important part use of the catalog has in its building. Headings are needed to provide for the general reading interests of children, for those connected with school reference work, and for those of adults. Simple terms and specific terms are recommended for headings, but with each goes a caution—in the one case

that "talking down" by means of simplified phrasing is unnecessary, in the other that "specific" does not imply "minute." There are also frequent distinctions made between the type of entry suitable for a school library and that for a public library.

Subject Headings for Children's Books, supersedes the list of 1916, *Subject Headings for Use in Dictionary Catalogs of Juvenile Books*, and differs from it not only in plan, in omissions of obsolete material and additions of new—Aguinaldo is gone, Air Mail Service has come—but in the form of printing as well. Headings are printed in one column, leaving the other blank for notes, thus focusing instead of dividing the attention. The use of bold face for all headings makes a neater and clearer page and at the same time brings out distinctly the notes on cross references. These are plentiful, including headings which are referred from both as "see" and "see also" references.

The eminently practical good sense of the guide, together with the clear and thorough presentation of the subject matter, will enable the amateur, reading heedfully, to avoid the pitfalls usually awaiting her.

—MARY S. WILKINSON,

From The Library Schools

Emory

THE LIBRARY School of Emory University began its fourth year September 21, 1933 with an enrollment of twenty-one students, all women. (There are no Rosenwald Scholarships for men offered this year.) The students represent twenty colleges and nine states: Alabama, Florida, Georgia, Mississippi, New Jersey, Pennsylvania, South Carolina, Tennessee, and Virginia.

The Library School is glad to report that forty-six students have been placed since May, 1933. The types of positions include two public librarians, two branch librarians, ten assistants in public libraries; five college librarians, one assistant college librarian, and nine assistants in college libraries; six teacher-librarians, three school librarians, and one teacher. Other types of work included are: library work in connection with Child Welfare Association, two; fellowships for advanced study in library science, two; Library School reviser, one; Library School secretary, one; position in college, other than library work, one.

New Jersey

MR. F. K. W. DRURY opened the year's session of the Library School of the New Jersey College for Women with a talk to the class on "What the Librarian's Interests Contribute to Library Service." The class of twelve members represents preliminary experience in college, municipal and county libraries. Types of library organization are being further presented by class visits to nearby libraries during the fall.

Simmons

ON OCTOBER 14 the "October letter and questionnaire" of the Library School went out to 811 Simmons women still in the active field, and the returns are still coming in.

The visits of the year began with a most interesting afternoon divided between the Massachusetts State library, where Mr. Redstone and Mrs. Coe addressed the group, and the Boston Athenaeum, where we had the pleasure of meeting the new librarian, Miss Gregory. Public libraries are next on the list, including those of Brookline, Somerville, and Newton.

Library Organizations

Arizona State Library Association

THE ARIZONA State Library Association met in Phoenix for its eighth annual convention, November 4-5. The library meetings were confined to afternoon sessions of the scheduled days, leaving the mornings free for members to participate in activities of the Arizona State Education Association which was in session at the same time. About fifty librarians were in attendance.

Reports of conditions and progress in individual libraries of the state were a feature of both sessions. Among the libraries reporting were: Phoenix Public Library, by Mrs. Zora Downing, vice-librarian; Tucson Public Library, by Mrs. Tom Collins, trustee; Mesa Public Library, by Mrs. Byrd St. Clair, librarian; Maricopa County Free Library, by Mrs. Evangeline Berryman, librarian; Phoenix Union High School Library, by Mrs. Beth L. Rogers, assistant librarian; State Law and Legislative Reference Library, Phoenix, by Miss Marjorie Baker, assistant librarian; State Teachers College Library, Tempe, by T. J. Cookson, librarian; the University of Arizona Library, by R. H. Gjelsness, librarian. All reports stressed the efforts being made to meet demands for increased service with decreased budgets and staffs. Mrs. Berryman, in addition to reporting on the work of the Maricopa County Free Library, outlined a procedure to be followed in organizing county libraries and expressed the hope that this much needed service might soon be extended in the state.

Dr. Herman E. Hendrix, state Superintendent of Public Instruction, was the principal speaker at the Friday afternoon session. He urged greater cooperation between schools and libraries in developing in children a taste for good reading. Mrs. F. A. Bons and Mrs. Carl Hoyer, representing the Maricopa County Parent Teachers Association, spoke on their activities in furthering reading among children. Mrs. Hoyer outlined a broadcasting program for children to be given over KTAR every Saturday morning. Mrs. Miriam Stafford, children's librarian, Phoenix Public Library, spoke on "The Use of Graded Lists in Children's Reading." Miss Jane Hudgins reported on noteworthy features of children's library work emphasized at the Chicago A.L.A. conference.

The Saturday afternoon session convened at the Heard Museum. Dr. Grady Gammage, president of State Teachers College at Tempe, was the principal speaker. He stressed the need for adequate support for libraries particularly in

times of economic depression such as the present, that the idle mind might be occupied if the hand were not.

Mrs. Berryman, chairman of the prison library committee, outlined a plan for developing library service in the penal and correctional institutions of the state. While nothing definite has yet been inaugurated, she felt that some portion of the plan might be put forward to initiate, if in a very small way, the needed library service to prisoners. On her recommendation, it was decided that the present committee of three be enlarged to five.

The following officers were elected to serve for 1933-34: President, Jane Hudgins, librarian, Phoenix Public Library; First Vice-President, Genevieve D. Hawkins, librarian, Yuma High School Library; Second Vice-President, Marie Siedentopf, assistant librarian, Maricopa County Free Library, Phoenix; Secretary-Treasurer, Rudolph H. Gjelsness, librarian, University of Arizona Library, Tucson.

—RUDOLPH H. GJELNESS, Secretary.

District Of Columbia Library Association

THE DISTRICT of Columbia Library Association held its first meeting of the winter 1933-34 on Tuesday, October 3, 1933, in the lounge of Brookings Institution, 722 Jackson Place, N.W., Miss Isabel DuBois, President, presiding, and about 150 persons being present.

The Minutes of the last meeting were read by the Secretary and ordered approved as read. A report of the finances as of October 2, was read and approved. The President reviewed, briefly, the financial condition of the Association, and after outlining her plans for the year, asked for suggestions. There followed a discussion as to the feasibility of continuing the sustaining membership in the American Library Association in addition to the chapter membership, action on this matter being deferred. The President announced the resignation of Miss Mary G. Lacy as editor of *D. C. Libraries*, and the appointment of Miss Sabra Vought as editor, and Mrs. Grace Savage as member of the Editorial Committee. Dr. Bowerman moved that a vote of thanks be given Miss Lacy for her excellent work during the four years of her editorship and presented the following resolution:

"RESOLVED that the District of Columbia Library Association desires to express its cordial thanks to Miss Mary G. Lacy for her four years of devoted and intelligent service as chairman of the Editorial Com-

mittee and Editor of *D. C. Libraries*, a publication which has served a useful professional purpose and has reflected great credit on its editor and the association."

The motion was duly seconded and at the suggestion of the President a rising vote of thanks was given. Leo Pasvolsky, Ph.D., of the staff of Brookings Institution, the speaker of the evening was then introduced by the President. Mr. Pasvolsky's subject was: "The World Monetary and Economic Conference," which he attended as observer for the Brookings Institution.

—CAROLINE D. FLANNER, *Secretary*.

Kentucky Library Association

THE TWENTY-SIXTH annual meeting of the Kentucky Library Association was held at the Eastern Kentucky State Teachers College at Richmond, Kentucky, on November 9, 10, 11, 1933. The first session was an interesting program by Miss Bess Alice Owens, Pikeville College, Pikeville, Kentucky, on "Legends and Folk Lore of Kentucky," illustrated by mountain songs. Immediately following Dr. William Anderson Sutton, Superintendent of Atlanta Public Schools, spoke in the Auditorium to the members of the Association and the student body. Dr. Sutton stressed the fact that education must raise the cultural level of the masses and placed the responsibility for this upon those receiving their training in the educational institutions.

A Business Session was held Friday afternoon when the reports from the various committees were heard and Saturday morning were held the Round Table discussions of the various groups followed by the election of a new President and three Directors. On Friday afternoon President and Mrs. H. L. Donovan entertained the members of the Association at tea at their home on the campus. The annual K.L.A. dinner was held Friday evening with Miss Nora Crimmins, librarian of the Chattanooga Public Library, as the speaker. Miss Crimmins spoke on the "Wider and Wiser Use of Leisure" and stressed the fact that the wider and wiser use of leisure should result in a wider and wiser use of libraries, therefore, libraries should furnish information, inspiration, education and recreation.

Mrs. Macon A. Leiper, in charge of the Kentucky Collection, Western Kentucky State Teachers College, Bowling Green, was elected President; Miss Alma J. L'Hommedieu, librarian, Public Library, Covington, was elected Second Vice-President; and Mr. Harold F. Brigham, librarian, Louisville Free Public Library, was elected a Director. Miss Lena B. Nofcier, First Vice-President, Secretary of Kentucky Library Commission, Frankfort; Miss Margaret

I. King, librarian, University of Kentucky, Lexington; Miss Pearle Hutchens, librarian, Public Library, Horse Cave, and Miss Margaret Frazier, librarian, J. M. Atherton High School, Louisville, Secretary-Treasurer, are to serve another year.

—MARGARET FRAZIER, *Secretary-Treasurer*.

Library Section of the N. D. E. A.

FOLLOWING a luncheon at Ellison's Tea Room, the Library section of the North Dakota Education Association held its annual meeting in Minot, November 3. In the absence of the chairman, Miss Skinner of Grand Forks, Mrs. Etheridge of Minot presided. The following addresses were given: "Literary Trails of North Dakota" by Mrs. Hazel Webster Byrnes, librarian, Mayville State Teachers College; "Phases of North Dakota History" by Miss Hazel McCulloch, Department of History, Minot State Teachers College; "Library Service in North Dakota" by Miss Lillian E. Cook, State Library Commission, Bismarck. The report of the School library standardization committee and recommendations were presented. The 1934 meeting will be held in Fargo.

The following officers were elected for 1933-4: Chairman, Mr. Lowe of Alexander; Vice-Chairman, Miss Blanche Aust, Fargo; Secretary, Miss Mary Lou Reed, Dickinson.

—MERLE M. PETERSON, *Acting Secretary*.

Junior Section, N. Y. Library Association

FORMULATION of a program for an active part in library work, and particularly the work of the New York Library Association, by a newly organized *Junior Members Section* is now under way. Further bibliographical work of the sort now being done by the *Junior Members Round Table* of the American Library Association, assistance in studying unemployment and the curtailment of library incomes, and spreading interest in the New York Library Association among younger librarians in the state are some of the projects being considered.

Organization of the group of younger librarians was begun at the annual meeting of the state association at Briarcliff last June. Officers elected then were: Chairman, Joseph M. Rogers, Brooklyn Public Library; Vice-Chairman, Rebecca Dane, Grosvenor Library, Buffalo; and Secretary, Helen A. Ridgway, Queens Borough Public Library. Plans for this meeting had been laid a month before at an informal meeting in New York City of a group interested in the work.

Acceptance of the junior group as a section of the New York Library Association was voted at a meeting of the executive committee held in the New York Public Library, October 6. A report on the organization and plans of the new section was presented October 18 by Miss Ridgway at the meeting of the Junior Members Round Table at the A.L.A. conference in Chicago. An executive committee is now working under the leadership of Mr. Rogers on plans and policies for the future.

—CHARLES F. GOSNELL.

Library Section Of Teacher's Association

A LIBRARY section of the Northwestern Ohio Teachers' Association has been formed, and in October the second annual meeting was held. The subject for discussion was the "Reading Problem." An English teacher read a paper on the "Teacher and the Library: Possibilities and Responsibilities," and a high school librarian discussed the problem from the librarian's point of view.

—JEANETTE H. KAHNWEILER.

The Maryland Library Association

A JOINT meeting of the Maryland Library Association and the Maryland Public Library Advisory Commission, was held on Friday, October 20, at Baltimore City College, the president of the state Association, Miss Leonore M. Naylor, presiding. The group was welcomed by Miss Adelene J. Pratt in behalf of the Maryland Public Library Advisory Commission, of which she is Director. There was a brief business discussion, a letter of greeting from the American Library Association was read, and a telegram from our delegate in the Council at the Chicago Conference, announcing the John Newbery award. We had hoped to have Mrs. Lewis, whom we proudly claim as a Baltimorean, as our guest, and regretted that she could not return from Chicago in time.

Since this fall meeting is held in connection with the annual conference of the Maryland State Teachers' Association, and, by their invitation, is a part of their program, work with children is particularly stressed. The first speaker, Miss Lucy M. Kinloch, children's librarian of the George Pease Memorial Library, Ridgewood, N. J., gave an interesting talk on "Norse Eddas and Sagas" and at the end told with great charm "The Death of Balder the Beautiful" from the prose Edda. Mr. Oscar H. McPherson, librarian of the John Dixon Library, Lawrenceville School, Lawrenceville, N. J., read a stimu-

lating paper on "The Preparatory School Boy and his Library; a Study in Mutual Opportunities and Obligations." The final speaker was Mr. Gerald Johnson, Baltimore critic and author, who talked delightfully on "Books and Backgrounds." It was an excellent meeting, and was very well attended in spite of the fact that it had to be held during the week of the A.L.A. Conference, which of course attracted many of the members.

—ABIE F. GAMMONS, *Secretary*.

Nebraska Library Association

THE NEBRASKA Library Association held its thirty-eighth annual meeting at the Hotel Cornhusker in Lincoln, November 1-3. The president, Mary Woodbridge, Omaha, called the meeting to order to hear greetings extended by Mr. Harry Dobbins on behalf of the City Library Board and by Miss Nellie Jane Compton on behalf of the Lincoln chapter of the A.L.A. Mr. Gilbert H. Doane, commissioner of the Nebraska Public Library, explained the change made by the last legislature whereby the Nebraska Library Commission ceased to exist and its duties were assumed by its successor, the Nebraska Public Library, under the authority of a commissioner who is the university librarian. Mr. Doane emphasized the fact that the work will be continued in so far as funds will permit. The morning program closed with a report of the A.L.A. meeting given by Anna Jennings, Kearney.

An interesting feature of the afternoon meeting was a roll call and introduction of five new members. Each member responded with a news item from her library. At four o'clock all were guests of the Lincoln chapter at tea at Morrill Hall where Dr. Erwin H. Barbour delivered an address on the fossil collections of "Early Nebraska Life."

The evening program was led by Mrs. Chauncy W. Smith speaking on "Rhyme, Rhythm and A. A. Milne," followed by a one-act play by the University Players.

Thursday morning the subjects discussed were: "Popularizing Old Books," by Florence Taylor, Omaha; "Binding and Mending," by Anne Stevenson, Nebraska City; "Business Methods," by Mrs. Naomi Ellsworth, Fairbury. At the business meeting, the Association voted to continue its contributing membership to A.L.A. An excellent report on Certification was given by Mrs. Anna Johnson, Madison, chairman of the committee. Trustees' problems, led by Mrs. Merlyn Anderson, Beatrice, brought a goodly number of trustees who entered heartily into the discussion. A banquet was held at the University Club where Mr. Forrest Spaulding of Des Moines talking on "The Library in a Changing World."

presented the challenge of the present day.

Friday's program included "Exhibits and Displays," by Nellie Carey, Lincoln; "Growing Up with Books," by Rose Banks, Wausa; "New Non-Fiction," by Madge Evans, Beatrice. The afternoon was given over to a school libraries program in charge of Josephine Silvers of Teachers College, Wayne. "Cooperation Between School and City Libraries" was discussed by Lillian Griffiths, Lincoln, "Stimulating Reading Interests," by Grace Petersen, Teachers College, Peru, and "Collecting Local Material" by Ruby Wilder, University of Nebraska.

New officers elected are: President, Marguerite Nesbit, Hastings College; First Vice-President, Gladys Pirie, Wymore; Second Vice-President, Verna Leonard, Plattsmouth; Secretary-Treasurer, Edna C. Noble, College of Agriculture, Lincoln.

—LORA BOLTON, *Secretary.*

North Carolina Library Association

THE SIXTH biennial and eighteenth meeting of the North Carolina Library Association was held at Woman's College of the University of North Carolina, Greensboro, N. C., on May 10 and 11, the President, Mrs. Lillian B. Griggs, presiding. At the opening meeting Dr. B. B. Kendrick, head of the History Department of the College, extended a welcome to the Association. Miss Beth Turner of the Woman's College Library of Duke University, gave an interesting paper on "The Librarian Looks at Himself." She urged that instructors and administrators pass on to students and workers the best traditions of the profession. Miss Tommie Dora Barker, American Library Association Field Agent for the South, told of the conference held at Chapel Hill in April. Mr. R. B. House of the University of North Carolina spoke on the Citizens Library Movement, insisting that it is a desire for libraries and a love for books which must be instilled if libraries are to be properly supported.

At the dinner meeting Mrs. May Lamberton Becker was the chief speaker, her address being on "Books and Plays for a Changing World." Her comments on novels and their authors were particularly entertaining. A special feature of the dinner was the presentation of a birthday cake in celebration of the 29th birthday of the North Carolina Library Association to Miss Annie Petty and Mr. J. P. Breedlove, the only members present who were at the first meeting.

On the morning of the 11th, the various section groups met to discuss their particular problems. The School Library Section was presided

over by Mrs. Mary P. Douglas, State Director of School Libraries. Mr. R. B. Downs of the University of North Carolina Library presided over the College Library Section. The Public Library Section met under the guidance of Miss Lily Moore, of the Davidson County Library. The Catalog Section was presided over by Miss Elizabeth Sampson of the Woman's College Library of the University of North Carolina. The trustees met with Mrs. H. A. White of High Point in charge while the Children's Librarians Section was presided over by Miss Louell Collins of the Winston-Salem Public Library.

At the final business meeting, Mrs. Griggs introduced Mr. E. T. Mulvey of the Metropolitan Insurance Company who explained the American Library Association retirement plan. Mr. Frank Capps of State College invited the Association to meet in Raleigh in 1935. A report of the Legislative Committee was given by the chairman, Charles H. Stone, with interesting side lights by Miss Marjorie Beal. Both the general library law as amended by the committee and the certification law were passed by the legislature.

Reports of the Scholarship Committee and the Resolution Committee were read and approved. Mrs. Nell Battle of Rocky Mount extended an invitation to the Association to become a member of the "Federal Council of Civic and Religious Organizations." This invitation was accepted and the dues voted.

The following officers were elected: President, Charles H. Stone; First Vice-President, Miss Nellie M. Rowe; Second Vice-President, Miss Lily Moore; Treasurer, Miss Julius Amis; Secretary, Miss Katherine C. Ricks.

—KATHERINE C. RICKS, *Secretary.*

The Quebec Library Association

THE ANNUAL meeting of the Province of Quebec Library Association was held on October 6, in the Physics Building, McGill University, Montreal.

Reports showed that the Association has made very satisfactory progress during the first year of its existence. Membership was 125, all meetings had been well attended, and full advantage taken of facilities offered for members in different libraries to meet socially and become personally better acquainted. Addresses by prominent speakers, both English and French, had been delivered on topics of professional interest, in both languages; and visits had been arranged to several libraries for members who had not had an opportunity of inspecting these before. After the business meeting, an address entitled: "The Lit-

erary Background of French-Canadian Literature" was given by Lieut. Col. Wilfred Bovey, Director of Extra-Mural Relations, McGill University, and author of *Canadien*. The Association looks forward to marked advance during the coming year, and is preparing to do all in its power to make the librarians, attending the A.L.A. Convention in Montreal next June, find their visit an enjoyable one in every way.

The usual Reports were presented and the following officers were elected for the following year: President, Laura Young, McGill University Library; Vice-President, Mary Saxe, formerly Chief librarian of Westmount Public Library, P. Q.; Secretary, A. O'Connell Hayes; Treasurer, K. R. Jenkins, Westmount Public Library; Councillors, Mrs. M. D. Carter; Aegidius Fauteux; H. Grenier; and C. S. Houston. The retiring President, Dr. G. R. Lomer, automatically becomes a member of the new Council.

—A. O'CONNELL HAYS, *Secretary*.

Rhode Island Library Association

THE RHODE ISLAND Association held the morning session of its fall meeting in the Elmwood Public Library, Providence on October 27, 1933, the first vice-president, William Davis Miller, presiding. Mrs. Sara E. Sherman, librarian of the entertaining library, extended a welcome and told briefly of the history and work of the institution.

During the business session which followed the question of partisan and political control of libraries was discussed, especially as it relates to the libraries in Rhode Island. It was the general feeling that a system of certification would be the only means of eliminating politics from the libraries. To this end a committee was appointed to continue the investigation of such a system, and the possibility of maintaining a training school in the state limits. Following the business session Royal B. Farnum, Educational Director, Rhode Island School of Design, spoke on the subject "Recent Trends in Modern Art." He pointed out certain tendencies and suggestions which indicate trends and possible goals, but concluded that while we are on our way we do not as yet know our destination. The next speaker was Edward T. Hartman, State Consultant, Division of Housing and Town Planning, Boston. Speaking on the subject "The Spoils System and the Public Services," he pointed out the fact that there has been a united assault upon all public services, that we have been taught to fear the cost of public services but to ignore the cost of public utilities privately administered. Mr. Hartman's conclusion was that through civil

service we are making some progress and that organization is the only solution.

The afternoon session was held in the library of the Central High School, Miss Bess McCrea, president of the Rhode Island Library Association, presiding. The first part of the afternoon's program was contributed by the Rhode Island School Library Association, and was in charge of Miss Mary R. Lucas, supervisor of Young People's reading, Providence Public Library. She presented Miss Catherine F. O'Donnell, librarian of the Kenyon Street Elementary School, Providence, the largest elementary school east of the Mississippi, who spoke on the subject "The Function of the Elementary School Library." Miss C. Lucy Newell, librarian of the Samuel W. Bridgman Junior High School then discussed the problem of book loss and mutilation. She was followed by Miss Evelyn L. Truesdale, librarian of the Senior High School, Pawtucket, who showed how changes in curriculum and methods of teaching have made new demands upon the school library. The last speaker was O. T. Gilmore, director of Leisure Time activities, Providence, who spoke on the subject, "The Problem of Present-Day Leisure" and offered a number of practical suggestions as to how libraries can best assist in a leisure-time program.

—SALLIE E. COY, *Secretary*.

Utah Library Association

THE UTAH Library Association held its twenty-first annual meeting October 7 in the Stewart School Auditorium, on the University of Utah Campus, with about ninety librarians in attendance. The meeting was opened by Miss Esther Nelson, President of U.L.A., after which the delegates were welcomed by Dr. George Thomas, President of the University. Dr. Arthur L. Beeley, of the University Faculty spoke on "Impressions of Some European Libraries," and Miss Johanna H. Sprague of the Salt Lake City Public Library gave one of her interesting reviews of "Books of the Year." In the afternoon session a Round Table on "Library Problems" was conducted by Mrs. Evelyn B. Hanson of Price, Utah.

The following officers were elected for the coming year: President, Mrs. Dorothy Wheelwright, Ogden Carnegie Library; First Vice-President, Mrs. Roxie Romney, St. George Library; Second Vice-President, Mrs. Laura R. Merrill, Logan High School Library; Secretary-Treasurer, Miss Bernice Lucas, assistant in charge, Stewart School Library; two Members-at-Large, Miss Mayme Riches, Nephi, and Miss Elsie Hales, Beaver.

—BERNICE LUCAS, *Secretary*.

The Open Round Table

What Shall I Say To Students?

RECENTLY one of my professor friends speaking of the need in our college for a course of vocational guidance lectures said: "What I would like to see here is a series of speakers who have been through the mill, know what they are talking about, will tell the truth about their jobs and say to the youngsters to stay out."

I wonder how many of us—librarians in this age of disillusion and heartbreak—have the moral courage to face our college seniors—hopeful, alert, diligent, often our student helpers of exceptional merit and say to them "stay out of the library profession; do not train for the library field."

The question of the professionally unfit, of the personality defective, is not the issue facing the conscientious librarian. The fortunate, though belated, rise in library school requirements is beginning to care for the obviously unsuited. It is the young woman (and occasionally the young man) of outstanding personality, love of books, people, and accuracy, of superior scholarship and initiative whose problem confronts the librarian in the field. Bewildered by the closing of most of the usual doors of opportunity, she sees the field of library service in all its attraction and charm, examines her credits in foreign languages, and decides next year to go to a library school.

What shall I say to her? I can tell her of the joy and satisfaction I gain from my work and from the people I work with, of the opportunity for social usefulness in a stricken land; I can tell her the technical equipment she will need before taking training, of the opportunity for scholarship and intellectual growth—all oft-repeated truisms of our profession. But dare I stop there? Must I not tell her the other side as well? Can I hold up my head as a lover of my fellow kind, if I show only this side of the picture? Shall I not show her the lists of jobless graduates of our library schools—of near-hungry honor students; shall I not tell her of the budgetary cuts and increased loads of all our educational institutions and show her that libraries, the last recognized of our public education forces, are often the first to be restricted? Shall I not show her the actual material situation even at the cost of blind idealism? Is this disloyalty to our profession? Then, if it is, our profession requires false standards in its loyalty and sets up untrue premises.

What then shall I say? "If you have the spirit of a Joan of Arc, the determination of an

Amazon, the social passion of a Jane Addams, the freedom from pecuniary needs of a Francis of Assisi, the love of learning of an Erasmus, train for library service. Enter the work with the highest ideals imaginable, but the ideals of enlightenment, not of ignorance. Know what you are about, be ready to face bitterness and defeat, and only so can my conscience be free and can I give you my hope, 'may success attend you.'"

—BETHANIA M. SMITH, *Librarian, Illinois Wesleyan University, Bloomington.*

What Of The Junior Members?

NOW THAT the A.L.A. conference is a matter of the past and we are again embarking upon a more or less active year, it is not altogether out of place to take a look around in a hope of determining just where we stand. I am not now interested in the A.L.A. generally, but in that group of its members which is now generally considered as making up the membership of the Junior Members Round Table. Since the organization of the group a few years ago, it has accomplished several concrete things for the profession. It has compiled a continuation of H. G. T. Cannons' *Bibliography of Library Economy*; it has participated in the discussion of unemployment; and it has collected data on library training. With all these practical attainments to its credit the group still remains, however, an exceedingly indefinite unit and occupies a position in the A.L.A. unlike any other recognized group, section or committee. The leaders of the group had several good opportunities in the past, and especially the recent one of the Conference, to define the aims and the scope of their organization but, as far as I know, they have preferred to remain silent on these subjects.

The newly elected officers of the Junior Members Round Table may be considering a statement on these questions. If so, I submit to their perusal the following points for elucidation. On the other hand, they may feel, as their predecessors apparently must have felt, that the group is sufficiently self-explanatory and needs no further definition. However this may be, I believe that the Junior Members as a group is still far too nebulous in its aims and tendencies, and that a clear and concise answer to the questions which follow would do much to clarify its present anomalous position in the A.L.A.

To begin with: Just what is the Junior Mem-

bers Round Table? In what relation does it stand as regards the A.L.A.? Is it a parallel organization to the national one, differing from it only in regard to the age limit for its members, or is it a part of the A.L.A. just as, for instance, the Catalog Section? The question may sound absurd, but is far from being such when we consider that the Junior Members have consistently opposed the idea of being considered a section or a committee.

The aims of the group present another perplexing item. As far as I have been able to gather from responsible leaders of the group, the original aim of the Junior Members was two-fold: first, to unite the younger members of the profession for social purposes which would result in a larger participation in the national and state conferences, and secondly, to attract new members to the A.L.A. Both of these aims are perfectly legitimate though, perhaps, not the best that could be devised. At any rate, they were sufficiently clear to define the *raison d'être* of the group. But now that the group has enlarged its activities to include the compilation of bibliographies and the investigation of certain library problems of equal interest to other professional groups, this original conception of its aims is clearly out of date. We need a restatement of our position.

The age limit at the present conference was raised from thirty to thirty-five. With equal logic it might have been changed to either forty or twenty-seven. The question is not so much what the age limit should be for membership in the group but rather what is the procedure in becoming a member. As things now stand, it is hard to say just what is the status of the A.L.A. members under thirty-five years of age. Do they all automatically become members of the Junior group, or is such membership a matter of free choice? A library school graduate under thirty-five, when joining the A.L.A., may not be at all interested in the Junior group; he may have definite aims in regard to one of the sections or committees, yet the Junior Members may now claim him as one of their members and there, apparently, seems to be no way out of it.

It has further been stated that the present aim of the *Junior Members Round Table* is to provide congenial ground for activity for the younger members of the profession. With the present age limit it would mean that a library school graduate should undergo a practice period of from ten to fifteen years before he can feel himself entitled to participate in one of the specialized committees or sections. Such an apprenticeship is altogether unheard of in our times. It is true that the journeymen of the Middle Ages had to serve such apprenticeships, but there is reason for doubt that such a system would be

equally applicable in regard to modern librarianship.

Finally, I have some doubts as to the wisdom of encouraging a group of librarians to carry on investigations in fields that are already the proper province of well-organized committees and sections of experts in the field. Duplication of work is always wasteful, and becomes especially so when one of the investigating bodies is admittedly considered of a lower professional standing. I say this particularly in reference to the recent investigations in the fields of unemployment and that of library school training. Either these investigations should be entirely in the hands of the Junior Members or they should be left to the appropriate committees and sections of the A.L.A. If, as is to be supposed, the specially appointed committees and sections are to carry the deciding vote in these matters, the logical thing to do (provided we really value the opinion and cooperation of the Junior Members) would be to give the Junior group a substantial representation in these bodies. It would be both more economical and more efficient than the present dualistic procedure. It is unity and a singleness of purpose that we should aim at rather than the present disunion and duplication of effort.

If then the Junior Members are to remain a progressive and efficient body within the A.L.A. it must, of necessity, have a well-defined purpose and a sphere of activity entirely its own. This sphere of activity may be found, perhaps, in as yet unexplored phases of librarianship. If such were the case, well and good. If not, the group should take over a sphere now in the hands of some existing committee or section. If this too should appear to be impracticable, there would seem to be little use in continuing the group excepting on a purely social basis.

—ARTHUR BERTHOLD.

Tracing Overdue Books

THE FOLLOWING plan, carried on under a regular post office regulation, has been of help to the Kansas City, Missouri, Public Library in tracing overdue books.

In addition to increased use, the depression has brought the public library numerous worries. Not the least of these is the frequency with which library patrons move. The Kansas City library desk assistants attempt to check the address on each card presented either for return or withdrawal of books. This helps greatly, but misses entirely too many changes, as shown by the returns on overdue notices. After several conferences with the post office authorities, and two or three experiments, a very helpful plan was

adopted. This has been in use for several months and works efficiently.

The first overdue notice is sent four days after a book is due. If the addressee has moved and changed the address at the post office, the notice is forwarded by the post office. In this case the library has no record of the correction. If the post office has no forwarding address, the card is so marked and returned to the library. If the book is not returned, a second notice is mailed. This second notice is delivered by the post office, regardless of the number of times it must be forwarded. If a new address is supplied, a notice is sent the Main library by the post office. There the new address is recorded in the Registration Department and the card sent to the department or branch which mailed the overdue notice. Because of postal regulations, no information other than signature can be added to that printed on the reverse of the card. Each branch is given a number. This, with the date the book is due, is placed in parenthesis on the face of the card, following the name. This key is given by the post office on the return notice. It not only locates the sender of the card, but also the date under which the charge is filed. This, of course, is very important to the library. Under this plan the postage required for the second notice is $1\frac{1}{2}$ ¢ each (unless several hundred cards are mailed each day) and 2¢ is charged for each correction notice sent to the library by the post office.

This service quickly pays for itself. Since its inauguration the messenger much less frequently reports people moved, leaving no address. It keeps the library address file much more up to date. In these days of reduced book budgets, a book recovered is worth considerable effort.

—IRENE GENTRY.

Anxious To Trace Collection Of Drawings

IN 1916 MESSRS. Maggs Brothers, of London, had for sale a volume or portfolio of 52 pages (folio size), containing 186 drawings for the designs used on the banners carried in the processions on the Annual Guild Days in Norwich, England, from 1683 to 1718. It is believed that the volume or portfolio was purchased by an American library.

I am anxious to trace the location of this collection of drawings, in order to obtain, if possible, photostat copies for the Local Collection in the Norwich Central Public Library, England, and I should therefore be very grateful if any of your readers could inform me where the volume or portfolio is.

—GEORGE A. STEPHEN,
City Librarian, Norwich, England.

Omission In Section Report

MAY I apologize for an omission in the summary of the Catalog Section meetings published in the November 15th issue of *THE LIBRARY JOURNAL*? At the Round Table for catalogers in large libraries, Miss Ruth Wallace presented a paper on the recataloging of the Indianapolis Public Library. The work, begun in 1918, was largely done by the regular staff and has recently been completed.

—HELEN DAWLEY,
Secretary, *A.L.A. Catalog Section*.

Collection Of Aeronautic Literature

IT MAY possibly interest you and your readers to learn of a private collection of aeronautic literature I have come across in Washington. The owner is Harvey Phillips, Room 111, 918 F Street, N.W., Washington, D. C. Until recently he had no thought of making it available to the public in any form, but in order to help keep up his now voluminous collection, he is willing to give indirect benefit of his material to research workers, writers, etc., who may be interested.

For a stamped self-addressed envelope he will send a very comprehensive list of subjects upon which data are available, and if the inquirer will state what special information he wishes, an advance estimate of supplying copies, either typewritten, mimeographed, or photostatic, will be furnished. I happened upon this library by good fortune, and have prepared several articles from it, now either published or in process. I am also securing book material from it. The charges seem to me very reasonable.

—STELLA RANDOLPH.

A Word

To Instructors

WE HAVE not so far forgotten the days of our youth as to be unsympathetic with letters from library school students asking for complete collections of our circulation forms, but we wonder if a word from the instructor who starts such a still hunt might not be as apples of gold in pictures of silver.

Individual letters from members of the same class, none of which "enclose stamped envelope for reply" seem to us not only to call for an unnecessary duplication of material and effort but to ignore an important business fundamental. And we know at least one school which itself has a permanent collection of such material!

—SARAH VIRGINIA LEWIS.

In The Library World

New Library at Longmeadow, Mass.

ON THE twenty-fifth anniversary of its founding, October 14, which date also coincided with the one hundred and fiftieth anniversary of the town which it serves, the Richard Salter Storrs Library of Longmeadow, Massachusetts, formally dedicated its beautiful new building with a ceremony held on the library lawn amid the gorgeous coloring of a New England autumn. The importance of the rôle the library plays in community life was stressed by the dedicatory speakers. Charles H. Bump, president of the library association, presided.

The dedication of the new library during the sesqui-centennial celebration of the town, was the linking of the new with the old, said the Reverend Leigh R. Urban, rector of St. Andrew's Episcopal church, in his address. He stressed the need for a wise choice of reading matter, and said that while mature men and women are not harmed by indulging in mystery stories for recreation or in reading modern realistic novels, youth needs guidance in its selection of books. "It is a far cry from the illiteracy of the meadow period," said Dr. Henry Lincoln Bailey, in his historical address, "to the culture predicated by this building and its contents. Sometime in the pastorate of Richard Salter Storrs,—1800 is a convenient guess,—the Longmeadow Library Society had its origin. In the flowing script of Jabez Colton, town clerk and schoolmaster, sixteen rules and regulations were written beneath a ponderous preamble which begins: 'The improvement of the mind in knowledge and virtue is the most important object of humane pursuit, and most easily obtained by the perusal of instructive books.' The church bell was rung to denote the hour for returning books, and again the time for borrowing. Penalties for retaining little books overtime were twopence, and on larger ones four, six and eight pence,

according to size. Each borrower must audibly declare the title of the book wanted, and if two or more wanted the same book at the same time the privilege was auctioned to the highest bidder."

—PAUL W. KIESER.

Exhibition Of Illuminated Manuscripts

A SELECTION of illuminated manuscripts from The Pierpont Morgan Library will form the principal winter exhibition at The New York Public Library. The exhibition, arranged in the Main Exhibition Room of the central building, opened on November 28, and will remain on view for three months. The manuscripts selected for exhibition—about 150 in number—range from the ninth to the sixteenth century. They have been chosen for their pictorial and decorative qualities as beautiful and representative examples of the art of the illuminator and miniaturist. The exhibition presents a history of book illumination from the primitive Coptic manuscripts of the ninth century to the decline of the art as seen in the manuscripts of the late sixteenth century.

Note Of Correction

A TYPOGRAPHICAL error in the editorial about the International Roerich Peace Banner on page 924 of the November 15 issue of THE LIBRARY JOURNAL should be noted. The corrected sentence should read, "To insure this a Banner was created by Nicholas Roerich." By mistake this last word was printed "Horch."

Right: *The New Richard Salter Storrs Library At Longmeadow, Massachusetts, Dedicated On The Twenty-Fifth Anniversary Of Its Founding. This Anniversary Date Coincided With The One Hundred And Fiftieth Anniversary Of The Town Which It Serves.*



Four Fellowships To Be Awarded

THE UNIVERSITY of Chicago will offer four fellowships of \$1,000 each for the academic year 1934-35 in its Graduate Library School. The fellowships are awarded by the President on the recommendation of the Committee on Fellowships and Scholarships. Applications must be in the hands of the Dean of the Graduate Library School on or before March 1, 1934.

The following attainments are required:

- a. A Bachelor's degree equivalent, or approximately equivalent, to that conferred by the University of Chicago.
- b. A year of training in a library school.
- c. A year of library experience.
- d. Evidence or promise of ability sufficient to meet the requirements for admission to candidacy for the Doctor's degree.

Under exceptional circumstances, experience may be offered in lieu of the library school training, and additional training may be accepted in place of the year of experience.

In addition to the above requirements special consideration will be given to publications and manuscripts showing ability on the part of candidates to conduct original studies.

Before making application for a fellowship prospective candidates should determine whether or not they are eligible for admission to the Graduate Library School. Forms to be used in making application for admission, and for fellowships, may be obtained by writing the Graduate Library School, The University of Chicago.

Exhibits Available For Transportation Costs

THE TRAVELING exhibits of the Division of Graphic Arts, U. S. National Museum, on "How Prints Are Made," have been shown about 500 times throughout the United States by high schools, libraries, colleges, art museums, and printing organizations. There must be many more organizations that could use them to advantage.

There are six exhibits embodying the same information, but illustrated with different specimens. The processes illustrated are: Wood Cut, Japanese Print, Wood Engraving, Line Engraving, Aquatint, Lithography, Photo-Lithography, Halftone, Collotype, Photogravure, Rotogravure, Aquatone, Silk Stencil Printing, and Water Color Printing. The only expense involved is the payment of shipping charges, and this varies with the exhibit and the distance shipped. For example, No. 6 weighs only 27 pounds and No. 1 330 pounds. No. 1 consists of 12 frames with-

out glass and weighs, boxed, 330 pounds. No. 2 consists of 25 mats, 22x28 inches, and weighs 70 pounds. Nos. 3, 4, 5, and 6 consist of 22 or 24 mats, 14½x20 inches, and weigh less than 30 pounds. For further information address: U. S. National Museum, Division of Graphic Arts; Washington, D. C.

New Wing For Purdue Library

CONTRACTS have been awarded amounting to a little over \$100,000 for adding two wings to the Purdue University Library. The new wings, to be attached to the northeast and northwest corners of the Library, will each be 70 feet long and 34 feet wide, three stories in height, of steel and concrete with light colored brick to match the present structure. Snead and Company was successful bidder for book stack installation.

Cataloging Problems Of The Small Library

THE ARCHITECT builds his mosque upon a foundation of stone, the tapestry weaver fashions his picture upon the warp and the weft, the cataloger evolves his card from the world of knowledge. From time immemorial each has had a fundamental principle by which he may perform his own particular task. This art of expressing with the hand the thought of the mind has been woven like a thread of gold into the fabric of our present world. As one looks at the mosque of Omar, the Gobelin tapestries, the clay tablets of Asurbanipal, he sees technical knowledge, accurate delineation, permanent beauty. Fashions of expression do not alter the fundamental principles. They show a new kind of superstructure. Upon the same foundation rests a skyscraper, an Indian blanket, an L. C. card.

From age to age the art of the cataloger has rested upon this form foundation—the world of knowledge. For many years the Library of Congress has worked upon this problem of adequately expressing the deep meaning of this wonderful world of knowledge. Today the Library of Congress card is a valuable aid to the work of the cataloger. A workman is known by his tools, and as necessity is the mother of invention, a master workman can often produce without tools what another would consider impossible.

Many a small town librarian cannot afford to buy the Library of Congress cards, which are necessary for the large library. With a 4-H equipment—a trained head, a skilled hand, a sympathetic heart, and abounding health—he may evolve a simpler card, perhaps more suited to the

particular needs of his community. I would like to see the same family that we saw for so many years in the *Youth's Companion* examine one of these cards together.

823 Scott, Sir Walter, bart., 1771-1832.
Sco86t The talisman, a tale of the crusaders. Bost. Houghton, 1927.
467 p. front. illus. (Riverside bookshelf).

Illustrated lining-papers.

Grandfather, a merchant, will be interested in the call number, which gives the class and the author number of the book. Father, a novelist, will be interested in the author—his Christian name, his title, the date of his birth and of his death. Mother, a major in Home Economics, will find that the title of the book is like her menu, sometimes describing a covered dish and sometimes not. The twins have just returned from Boston where they visited a publishing house, and learned much about the make-up of a book. John will put together his information, arraying it in a group of place, publisher, date. Mary will tell of the number of pages or volumes, and will describe the illustrations. An uncle who is Secretary of the Treasury has arrived for a visit. He turns the card over and finds hieroglyphics unknown even to him. The librarian explains that this "tracing" is for his own use, to tell him how many cards have been made for the book.

Herein lies the art of the cataloger—for a large or a small collection of books,—the ability to build a suitable superstructure upon the world of knowledge. This art is not learned in a day. Chaucer describes it in this way: "The life so short, the craft so long to learn." To a real cataloger it is a thing of beauty and a joy forever.

—GRACE E. HERRICK,
University of Oklahoma Library School.

Hobbies Of Librarians Ships.

MOST TRAVELLERS feel, I believe, the lure of the sea and the shipping that crosses its wide spaces. It is natural, I suppose, that I should have a special interest in ships and shipping. Born as I was on an American sailing ship, in boyhood sharing in a number of long ocean voyages and brought up in a region of Maine where staunch vessels were built and manned, I long ago formed the desire to have about me, in the form of a special collection, books reminiscent of my early years and at the same time possessing emphatic value and interest.

The field of shipping is, of course, a large one

and in collecting I have limited myself to material on the American sailing ship. I have experienced again and again, as all collectors do, the joy of coming upon some item of unusual value or rarity. Quite as often I am aided by book dealers, who knowing of my special interest, thoughtfully call my attention to worthwhile material which might otherwise have escaped notice. Over a number of years I expect I have accumulated something like five or six hundred volumes dealing strictly with American sailing ships and possibly two hundred or so volumes of fiction of the sea and it seems as if I had only begun to collect. My interest continues unabated and I buy as often as I can.

A dozen fascinating branches of the subject still beckon and stir enthusiasm and the acquisitive spirit. The subject of early voyages is a large and inviting field in itself. Whaling, with its own extensive literature, constitutes a challenge of its own. The building of ships, navigation, the clipper ship era, and the old-time chantey, to mention only a few sub-divisions of the subject, each provide a rich field in which a collector may search, and if the purse allows, still acquire much valuable material. The days of the tall ships have undoubtedly passed, as any reader of Villiers' books will in these later years have realized, and yet the presses continue to turn out a surprising number of treatises and narratives dealing with sailing ships and the sea which serve to keep the whole subject a live and growing one, at the same time taking one's memory back to the valiant days of sail.

—FRANK H. WHITMORE,
Librarian, East Chicago, Ill., Public Library.

Walking

FOR THOSE who love exhilarating out-of-doors exercise, New England hills and mountains offer many opportunities. The hills of Connecticut and Rhode Island, the low mountains and hills of Massachusetts and the higher peaks of the three northern states provide, in great plenty, diversions for a day or a week, and automobiles make them all accessible.

Katahdin, Washington, Chocorua, Monadnock, Mansfield and Greylock,—each recalls some very pleasant memories, in summer or fall sunshine, in rain, in snowstorms, one afoot in May and with snowshoe in February for almost each of the last twenty-five winters; one recalls experiences with hedgehogs; one blueberries in abundance; another raspberries which we allowed the bear to continue to enjoy, all interesting personalities.

It is much harder to sit down and try to tell in writing the health and enjoyment derived from walking, than it is to get out and try it. Oh, for

another chance to go "Down North and Up Along"; or along the tow-path of the old canal outside of the District of Columbia, but I'm off today to Little Rhody to enjoy the roses and the shore around Little Compton where I would be glad to see those similarly inclined.

—HAROLD T. DOUGHERTY,
Librarian, *Westfield, Mass., Athenaeum.*

In The Field Of Bibliography

MISCELLANY:

Dr. Augustus H. Shearer, librarian of Grosvenor Library, Buffalo, and secretary of the Bibliographical Society of America, grants permission to reprint the following notes of projects from the Society's *News Sheet*, No. 29, Oct., 6, 1933:

A list of Arkansas State publications, as complete as possible, with many notes and with introductory chapters, has been compiled by Miss Jim P. Mathews at the University of Illinois, for her Master's Degree.

Similar lists for other states have been compiled by graduate students at Illinois as follows: Kansas, since 1898, by Miss Beatrice H. Holt of the Kansas State Teachers College Library at Emporia, Kansas, in 1932; Indiana state publications by Miss Edna Brown of the University of Illinois Library, Urbana, Illinois, in 1930; work is progressing on the publications of two other states, South Dakota and Iowa.

A letter from Moline, Illinois, discusses a bibliography on the Literature of the Depression, and asks whether anyone else is working on this subject, or knows of one having been published. Address Henry Black, 33rd Street and 16th Avenue.

Both Dr. Shearer and the editor of this column are eager to learn of other lists in process. Why not help "spread the good tidings" of interesting projects?

A really unique activity: One of the volunteer workers at the John Carter Brown Library "has examined a large part of the Library's correspondence for the purpose of recording in a special bibliographical file information found in letters of the past ninety years received from booksellers, historians, and bibliographers."—*Annual report, 1932-1933*, p. 4-5.

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DICTIONARIES, A survey of English, by M. M. Mathews. London: Oxford Univ. Pr., 1933. cl. 2 p.l., 123 p. \$1.50.

For sale by Oxford University Press, New York.

DRAMATIC bibliography: an annotated list of books on the history and criticism of the drama and stage and on the allied arts of the theatre. Comp. by Mrs. B. M. Baker. New York: Wilson, 1933. cl. 336 p. Apply.

ÉCRIVAINS rédemptoristes, Bibliographie générale des ... par Maur. de Meulemeester ... éd. Erm. Collet et Cl. Henze. Première partie: Bibliographie de S. Alphonse-M. de Liguori. La Haye: M. Nijhoff; Louvain: S. Alphonse, 1933. pap. 373 p. Gld. 7.—

EDUCATIONAL books of 1932, Sixty. Comp. by Joseph Wheeler and Rebecca Lingenfelter. National Edu-

cation Association, Wash., D. C., 1933. *Journal*, 22:117-120. 1933.

Classified; annotated. Reprinted by A.L.A. Apply.

EDUCATIONAL PERIODICALS, Classified list of. In: Educational Press Association of America. *Ninth yearbook*. Wash., D. C., May 1933. p. 3-15.

EDUCATIONAL RESEARCH, Needed ... in New York State, and Research studies in progress, 1931-32. Albany, N. Y.: Univ. of the State of N. Y. Pr., 1932. 24 p. Apply.

Prepared under the direction of the Committee on Cooperation in Educational Research, appointed by the Commissioner of Education.

ELECTRICITY on the farm. (A partial list of references.)

Comp. by D. W. Graf. Wash., D. C.: Bureau of Agricultural Engineering, U. S. Dept. of Agriculture, 1932. 31 p. Mimeographed. Apply.

GREAT BRITAIN. — Stationery Office. A list of certain official inventories of the ancient monuments and historic buildings of Great Britain. London: H. M. Stationery Office, 1932. 16 p.

HOME BUILDING and Home Ownership, President's Conference on. General index to the final reports of ... Ed. by J. M. Gries and James Ford. Wash., D. C. (cop. 1933.) cl. 3 p.l., 114 p.

HOOD, Robin, literature in the Nottingham Public Libraries. (Nottingham, Eng., 1933. pap. 2 p.l., 12 p. Titles arranged chronologically.)

INDEX translationum. Répertoire international des traductions. International bibliography of translations, no. 1—. July, 1932—. Paris: International Institute of Intellectual Cooperation (1932—).

Quarterly. At head of title: Société des nations. League of nations. Classified under country, with indexes of authors and translators.

The INTERNATIONAL COMMISSION OF JURISTS (Rio de Janeiro) and the codification of international law. Wash., D. C.: Carnegie Endowment for International Peace, May 23, 1933. 8 f. Mimeographed. Apply.

Select bibliographies no. 1.

LATIN AMERICA, Selected list of recent books (in English) on. Wash., D. C.: Columbus Memorial Library, Pan American Union, March 1, 1933. pap. iv, 27 f.

Bibliographic series, no. 4 (Third edition, revised and enlarged).

LAWRENCE, D. H., his first editions: points and values, by G. H. Fabes. London: W. and G. Foyle, Ltd. 1933. xvi, 112 p.

First editions and their values, no. 2.

NOVELS mejicana, Bibliografia. (Comp. by Arturo Torres Rioseco. Cambridge, Mass.: Harvard Univ. Pr., 1933. pap. 66 p. \$1.

SOIL erosion and its prevention. (A partial list of references.) Rev. ed. Comp. by Dorothy Graf. Wash., D. C.: Bureau of Agricultural Engineering, U. S. Dept. of Agriculture, 1933. 32 p. Mimeographed. Apply.

Die SOVIET-UNION, 1917-1932. Systematische, mit kommentaren versehene Bibliographie der 1917-1932 in deutscher Sprache ausserhalb der Sovjet-union veröffentlichten 1900 wichtigsten Bücher und Aufsätze über den Bolschewismus und die Sovjet-union; im Auftrag der deutschen Gesellschaft zum Studium osteuropas unter Mitarbeit von Raissa Bloch, Helga Boustead, Michael Brutzkus ... u. a. bearb. von Klaus Mehnert. Königsberg Pr. u. Berlin: im Ost-Europa-Verlag, 1933. x p., 1 l., 186 p.

TRADE AGREEMENTS. A short list of references on efforts to stabilize industry by means of trade agreements ... Wash., D. C.: Library of the Bureau of Agricultural Economics, U. S. Dept. of Agriculture, May 10, 1933. 10 p. Typewritten.

May be borrowed for copying.

ZEITUNGSWESENS, Internationale Bibliographie des ... hrsg. im Auftrage des Deutschen Instituts für Zeitungskunde von Dr. Karl Bömer. Leipzig: Harrassowitz 1933? cl. xxi, 373 p. RM 42.—

Announcement.

Prepared by Karl Brown, The New York Public Library.

Among Librarians

Necrology

KARL G. L. ANDERSON, Wisconsin '33, died of blood poisoning as the result of a nasal infection, at the home of his sister in Chicago on October 20.

MARJORIE E. BUMPS, Wisconsin '24, acting-archivist of the Burton Historical Collection, Public Library, Detroit, died suddenly on September 11.

GEORGE RICHARDSON, librarian and oldest active member of the Milwaukee Old Settlers' Club, died at the age of 94 on November 13.

Appointments

LOUISE ADCOCK, Illinois '31, succeeded Grace Buchanan as assistant in the Order Department of the University of Iowa Libraries, November 1, 1933.

JANET AGNEW, McGill, has replaced Miss Nora Bateson as Instructor in Cataloging and Classification at McGill University Library School.

EMMA K. BERGMANN, Illinois '31, has recently been appointed assistant librarian of the Shurtleff College Library, Alton, Ill.

ELEANOR BOYCE BROADUS, Peabody '33, has been appointed high school librarian, Tarrant, Ala.

JUANITA BROWNING, Peabody '33, is now librarian of the Biology Library, Vanderbilt University, Nashville, Tenn.

RUTH C. BUELL, Syracuse '33, is teaching two courses in English as well as being librarian in the High School at Altamont, N. Y.

HELEN E. BURGESS, Wisconsin '30, resigned as reference librarian, South Dakota State Library Commission on October 1 to accept the position of reference librarian, Tulare County Free Library, Visalia, Calif.

IRENE CHADWICK, Peabody '33, has been appointed librarian of the High School and Junior College, Ranger, Texas.

MARY FOX CLARDY, Peabody '33, is now high school librarian at Tunica, Miss.

ERNESTINE CLOUD, North Carolina '32, has been appointed assistant to the librarian in Clemson College Library at Clemson, S. C.

JANET COLBURN, Syracuse '31, has taken a position in the Camden, N. Y., Union School.

LILLIAN COLLINS, Washington '14, has been appointed librarian of the Olympia, Wash., Public Library.

MILDRED H. CREW, Wisconsin '29, is organizing the library of the Geology Department, Northwestern University, the department having had a gift of a large collection of books in the field of geology.

JEANE DEMUTH, Western Reserve '32, is now children's librarian of the Elkhart, Ind., Public Library.

ROBERT B. DOWNS, who was recently appointed librarian of the University of North Carolina, was the principal guest of honor at a dinner given November 3 by members of the library staff at the Carolina Inn.

ALMA L. DUNNING, Syracuse '32, is the present librarian of the Goodyear-Burlingame School in Syracuse.

ESTHER J. ELLIS, Illinois '29, has changed her position from the Order Department of the University of Cincinnati Library to that of an assistant in the Children's Room in the Cincinnati, Ohio, Public Library.

HELEN M. ENGELHARDT, Syracuse '32, is in charge of the Circulating Library at Hunters, Inc., of Syracuse.

LUCILLE J. ERWIN, Wisconsin '30, has been an assistant in River Forest, Ill., Public Library since February 1933.

NADINE FARRIS, Peabody '33, has been appointed librarian of the Carson-Newman College, Jefferson City, Tenn.

ELIZABETH B. FISHER, Drexel '30, is an assistant in the Southwestern College Library, Memphis, Tenn.

HAZEL K. FITZ, Drexel '28, has resigned her position as librarian of the Upper Darby Public Library, Pa., to enter the Episcopal Convent of the Holy Nativity, Fond du Lac, Wis.

VIOLA E. FRIED, Wisconsin '33, was appointed librarian of the Cudahy, Wis., High School Library at the opening of the school year.

MARGARET L. FULMER, Wisconsin '30, began her new duties as librarian of the Hastings, Nebr., Public Library, on November 1. She had been reference librarian, State Library Commission, Bismarck, N. Dak., since her graduation.

AGNES GAUTREAUX, Peabody '33, is now librarian at St. Bernard Academy, Nashville, Tenn.

ELIZABETH H. GIESELER, Wisconsin '32, who has been a general assistant on the staff of the North Dakota Library Commission since the first of the year has been promoted to the position of reference librarian, succeeding Margaret Fulmer.

HILDA W. HACKER, Syracuse '32, is the part-time librarian of a Circulating Library sponsored by the Junior League in Portland, Maine.

HILDA HARRIS, Simmons '32, has been appointed librarian of the Farlow Reference Library of Cryptogamic Botany, at Harvard University.

CELIA R. HAUCK, Wisconsin '33, is now librarian of the Lincoln Branch Library, Kenosha, Wis.

GLADYS M. HAYS, Wisconsin '32, has been elected librarian of Graceland College, Lamont, Iowa, in June. She succeeds Mrs. Lyda Elefson Williams, Wisconsin '26, who has been the librarian since her graduation.

KATHERINE HELDMANN, Syracuse '32, has received the appointment as librarian in the Grant Junior High School in Syracuse.

FRANCES SAWYER HENKE, Wisconsin '13, was appointed director of the Department of Library Science in Our Lady of the Lake College, San Antonio, with the opening of the academic year.

MARY HOLLINS, Peabody '33, is now librarian of the East High School, Nashville, Tenn.

WILMA HUNTLEY, Peabody '33, has been appointed librarian of the Goodlettsville, Tenn., High School.

LOUISE JONES, Western Reserve '31, is librarian of South High School, Akron, Ohio.

MARGUERITE H. KNAPP, Syracuse '32, has been volunteering her services as librarian in the Percy M. Hughes School for Crippled Children, in Syracuse, for the past year. She has recently received the appointment as librarian there.

ELIZABETH JANET LOW, Syracuse '18, has just joined the St. Lawrence University Library Staff as assistant librarian. She received her A.B. degree in June 1933, *cum laude*.

REBECCA McDANIEL, Peabody '33, has been appointed librarian of the Oneida, Tenn., High School.

MARTHA M. MCFERRIN, North Carolina '33, has been appointed librarian of Byars Hall High School in Covington, Tenn.

EDITH MARSHALL, Peabody '33, was recently appointed high school librarian at Pineville, Ky.

KATHARINE L. MATANLE, Syracuse '32, has been appointed high school librarian of Sayre, Pa.

FRANCES MILLER, Louisiana '33, is now librarian of the Ouachita High School, Monroe, La.

EMILY P. MOORE, North Carolina '33, has resigned her position as assistant cataloger at Clemson College Library, S. C., to become librarian of the Darlington, S. C., Public Library.

HELEN MOORE, Washington '29, who has been in charge of the Regional Library in the U. S. Forest Service at San Francisco since 1931, has been promoted to the Main Forest Service Library in Washington, D. C.

JEANNETTE J. MURPHY, Wisconsin '28, librarian, St. Mary's College, has been awarded one of the eleven fellowships for graduate study by the A.L.A. Committee on Scholarships, under the provision of a grant from the Carnegie Corporation. She will study under the direction of the Graduate Library School at Chicago.

FRANCES NELSON, Washington '25, has been appointed librarian of the Saratoga Springs, N. Y., High School.

BARBARA NEW, Peabody '33, is now librarian of the Rule Junior High School, Knoxville, Tenn.

MILDRED P. OLIVER, Syracuse '31, is teaching in the fifth, sixth, and seventh grades in Fremont, N. C.

NORMA G. PALMER, Syracuse '32, has taken the post of librarian at the Northside High School, Corning, N. Y.

ESTHER L. REGLI, Wisconsin '33, is now librarian of the Bloomer Public and High School Library, Wis. She succeeded Miss Turner, Wisconsin, '32.

BETH REMLEY, Peabody '33, is now high school librarian at Monticello, Arkansas.

HARRIET D. ROBINSON, Wisconsin '32, has been children's librarian of Warren County Public Library, Monmouth, Ill., since the middle of September.

TUCK ROD, Wisconsin '25, who has been a substitute on the staff of the Oslo, Norway, Public Library, for over a year, received a permanent staff appointment in July.

CLARA E. ROLFS, Wisconsin '16, was appointed supervisor of children's work, Tulare County Free Library, Visalia, Calif., in August.

ENOLA RUCKER, Peabody '33, has been appointed librarian of David Lipscomb College, Nashville, Tenn.

MARGARET I. RUFVOLD, Wisconsin '29, has been appointed librarian of Gulfport College, Gulfport, Miss.

DOROTHY E. RUSSELL, Syracuse '28, is at present the county librarian of Warren County, N. J.

ALICE SALLEE, Peabody '33, is now librarian of Bethel College, Hopkinsville, Ky.

ROSALIE SCHELL, Western Reserve '32, has been made assistant librarian at the Butte County Free Library in Oroville, Calif.

MARGARET E. SEIGEL, Syracuse '32, this year is librarian of the Schoharie, N. Y., Central School.

MARTHA SHORTRIDGE, Western Reserve '32, is organizing a library at Sedalia, Mo., under the auspices of the Salvation Army.

VERNON SMITHSON, Peabody '33, is high school librarian at Clarksdale, Miss.

EULAH MAE SNIDER, Peabody '33, has been appointed high school librarian at Pahokee, Fla.

EDMUND S. SNYDER, Drexel '32, has been appointed librarian of the Cranbrook School, Bloomfield Hill, Mich.

HENRY GRAHAM STATHAM, Illinois '29, has resigned from the Library of Congress to accept a business position with the Harmon National Real Estate Corp., New York City.

HELEN STEELE, Washington '29, began work in the Library of the United States Department of Labor on October 2. For the past three years she has been junior librarian in the Department of State.

MARY E. TEZOVNIK, Wisconsin '32, won the appointment as librarian of the West Division High School Library, Milwaukee, through civil service examination in September.

EMMA C. TURNER, Wisconsin '32, was called to the newly created position of librarian in the Hardware Dealers Mutual Fire Insurance Co., Stevens Point, Wis., on October 1.

LOUISE A. WALKER, Wisconsin '32, was appointed assistant in the Reference Department, Columbia University Library, on September 16.

DOROTHY WALTERS, North Carolina '32, has resigned her position as assistant in charge of cataloging at William and Mary College Library and has been appointed librarian of the Crewe, Virginia, High School.

DOROTHY WENTS, Simmons '28, formerly supervisor of children's work at the Orange County Library, Santa Ana, Calif., has been appointed librarian of that library, following the death last May of Miss Margaret E. Livingston.

DOROTHY WILLIAMS, Simmons '33, has accepted the position of librarian of Samuel Houston College, Austin, Texas.

MABEL A. WILLIAMS, Illinois '33, has accepted a position as teacher-librarian in the Bradley High School, Bradley, Ill.

ERMA WOOD, Drexel '32, is librarian of the Robert E. Lee High School, Goose Creek, Texas.

Marriage

MARGARET D. BRUCE, Drexel '28, was married to W. G. Vannoy in June.

ESTELLE H. ASHCRAFT, Wisconsin '23, and Stuart E. Harrison were married on August 20. They are making their home in Warren, Ark. Mrs. Harrison had been librarian of the High School Library of Knoxville, Tenn., for a number of years.

HENRY H. DOUGLAS, Western Reserve '32, librarian of the American Merchant Marine Library Association, was married to Evelyn Manuela Nagai in September.

MARJORIE L. ESTABROOK, Western Reserve '31, formerly children's librarian at the Rochester, N. Y., Public Library, and David H. Thomas were married September 16.

ANNA ETHERIDGE, Emory '31, and Claire Oliver Weidman of New York City, were recently married.

THELMA W. EVANS, Wisconsin '30, and Ray Brussat were married on August 26.

TERESA BROWN FRANCIS, Wisconsin '24, was married to E. D. Kerr on June 23. Mrs. Kerr, for several years a branch librarian in the Aurora, Ill., Public Library, was appointed children's librarian in February.

ELINOR M. GITTINGS, Wisconsin '28, and George W. Starkey were married on September 28.

VARELIA HOLLETT, Western Reserve '29, became Mrs. C. A. Farmer on September 2.

RUTH A. McDANIEL, Wisconsin '30, was married on September 13 to Donald F. Reinoehl. They are living at Grafton, N. Dak.

MARY ELEANOR MEYER, Drexel '29, assistant in the Accessions Division of the Yale University Library, was married July 29 to Mr. Stanley Charles Tolman.

JOSEPHINE STEWART, Wisconsin '30, formerly assistant in the Texas Agricultural and Mechanical College Library, was married on August 13 to Burleson B. Priest. Their home is 1711 Kenwood, Austin, Texas.

MARJORIE A. STROUD, Wisconsin '29, and Emil Priebe were married on July 1. Their home is 1578 Clinton St., Muskegon, Mich.

Classified Advertisements

30¢ per line—minimum charge \$1

Wanted

THE CARNEGIE Public Library, Lewistown, Mont., desires the following Geological Bulletins, if they are available: "Geology and Mineral Resources of the Judith Mountains, Montana," by Weed and Pirsson; and "Geology of the Little Belt Mountains in Montana."

For Sale

MISCELLANEOUS fiction, biographical, science, etc., in fine condition for 25 cents a copy. Will give quotations on scarce out of print books you have been looking for. Kindly mail your want lists to L. S. Miller, 9100 Woodland, Kansas City, Mo.

Children's Librarians' Notebook

THOMAS JEFFERSON. By Gene Lizitsky. *Viking*. \$2.50.

This splendid piece of work is a real contribution to children's literature which I hope will not be ignored when the next Newbery medal book is considered. Out of a heretofore schoolbook hero, known to most children only as the author of the Declaration of Independence and a one-time President of the United States, Miss Lizitsky has created a very real person, an adventurer in life, one who used his superior intelligence, his scientific curiosity, his strong faith in his fellow man for the social good of every citizen today as well as for the immediate welfare of our infant nation. Aside from the interesting picture of Jefferson's personal life, American history from the exciting pre-Revolution years and the bitter years of adjustment following, is made alive through his political activities. No young American will read the book without feeling a new regard for the great thinkers of our American Revolution who believed in the new Democracy and who laid a firm cornerstone for future building. Appearing at this time, the book is more than just a biography because, although nothing about present day conditions is mentioned, the period about which it is written was one of transition and adjustment for many nations to a new type of thinking along social lines, just as today is seemingly a period of transition for the whole world and thinkers are beginning to be aware, as in the eighteenth century, of the inadequacy of old methods and solutions for governmental problems. The book covers over three hundred pages but is not dry reading because Jefferson's life was never dry or lacking in spirit and the author takes full advantage of the stirring times in which his life was lived, both in France and America. For intermediates and adults. Beautiful format, end papers from Jefferson's own drawings of Monticello. Contains a good index and suggested bibliography for young readers.

—HELEN NEIGHBORS.

WHIFFLY McMANN. By Berta and Elmer Hader. Illus. by the authors. *Oxford*. 75¢.

An amusing story of a kitten who is very fond of his saucer of milk, but is one day chased into a tree by a barking dog. Whiffly, being at that early age when descent from trees is impossible to achieve, is finally rescued by the fire department. The book is slight and the drawings lacking in distinction, but the story will provide entertainment for little children.

—EMMA L. BROCK.

THE CHRISTMAS NIGHTINGALE. By Eric P. Kelly. Illus. by Marguerite de Angeli. *Macmillan*. \$1.

Customs of another country, the hardships of poverty and the kindness of it add savor to these three sympathetic tales. In the first the boy, Stanislaus, brings mystery to the charcoal burners' hut in the midst of the gloomy forest. The second carries the four children of Pan Jan, the farmer, who were earning extra bits with their Christmas puppets to help with their educations, to the heights of a generous magnificence. The third tells of Annetka, the blind child, who longing for light, receives it by the help of a comet on Christmas morning. Well written stories, handled with tenderness and firmness of touch.

—ISABEL McLAUGHLIN.

LAZARO IN THE PUEBLOS. By Cornelia J. Cannon. *Houghton*. \$2.

A story of pueblo life in New Mexico which takes place forty years after Coronado's expedition through that desert country. Some of the same characters appear in this book as in the author's *Pueblo Boy* and *Pueblo Girl*. Lazaro, a twelve year old boy, with his family travel a thousand miles with Antonio de Espejo and his party searching for two Spanish priests. The details of the life of the Indians of Acoma where Lazaro lives for several months, and of the expedition from old Mexico are taken from valuable old manuscripts. An entertaining well-written story for fifth to seventh grades.

—HELEN NEIGHBORS.

DISCOVERING CHRISTOPHER COLUMBUS. By Charlotte Brewster Jordan. *Macmillan*. \$3.

To the child who has already made Columbus his hero this book will be very thrilling indeed, also to one who is interested in Spain both past and present, however, the average child will probably need an introduction to its pages even though his enthusiasm for both subjects is bound to grow as he reads. The author knows Spain intimately, its history, its culture, cities and customs, and she has delved deeply into Columbus lore. This is all brought out in the details of the story of young Christopher Haddon's trip through Spain, his visits with Spanish friends and his endless piecing together bits of interesting fact which throw a new light on the man Columbus, his human qualities, his brave courage and his despairs. Attractive format, profusely illustrated with beautiful photographs. Contains a short appendix giving main events in Columbus' life.

—HELEN NEIGHBORS.

LONE RIDER. By Hildegard Hawthorne. *Longmans.* \$2.

A sequel to *Wheels Toward The West* in which Ben Reynolds becomes a Lone Rider for Kit Carson and later a member of the Pony Express. The book seems a little crowded with historical figures, but Indian fights and thrilling rescues make it exciting reading. As for its historical accuracy, a librarian must depend on experts. Stuart Lake, author of *Wyatt Earp*, and an authority on the period, says, "She has certain descriptive matter accurate enough, but her handling of history make an otherwise good story a mine of misinformation." He cites the following inaccuracies: the serious use of the legend of Buffalo Bill as a Pony Express messenger, a legend which was invented by his press agent for his Wild West Show and has no basis in fact, as Cody was only 14 years old at the time of the Pony Express; the shortage of buffalo meat, which was not noticeable until ten years later; the Comanche Indian trouble, which was much later; the use of the name "Buffalo Bill" which Cody had not earned at that time; and the incredible rides Ben is supposed to have taken, especially his ride to El Paso on which he averaged 80 miles a day for five days and yet crossed a 10,000 foot divide. A story which pretends to be historical should be more firmly rooted in history than this. Not recommended.

—CLARA E. BREED.

ANDERSEN'S FAIRY TALES. Illus. by Elizabeth MacKinstry with an introduction by Anne Carroll Moore. *Goward.* \$2.50.

Elizabeth MacKinstry has brought to us a very distinctive edition of Andersen's fairy tales. It is one that will delight any child who is lucky enough to own it. With a selection of fifteen favorite tales Miss MacKinstry has made them especially vivid again with her delightfully humorous pictures. The book is large with excellent format. A gay red book with orange end sheets decorated with funny fairy tale characters in black. No less important is the beautiful introduction by Anne Carroll Moore which makes us want to read the life of Andersen by Isabel Proudfit published last year called *The Ugly Duckling*.

—ALICE E. BROWN.

MEN AT WORK. By Lewis Wickes Hine. *Macmillan.* \$1.75.

Camera studies of working men and the machines they build and operate, which are certain to capture the interest of men and boys of all ages. The subjects are more or less familiar to the working man and his son, and the excellent photography emphasizes the beauty and dignity of manual labor.

—MARIE L. KOEKER.

PETER, KATRINKA'S BROTHER. By Helen Eggleston Haskell. *Dutton.* \$2.

The third of the "Katrinka" books. While the story is called Peter, it is mostly about Katrinka, Katrinka telling her director, Rurik Orloff, that she would no longer dance in the ballet; Katrinka being married with all the old Russian customs in her home village, Vachok, the day the Revolution came to Vachok; Katrinka taking care of Peter during pneumonia; making a home for Boris in the izba of the hen-wife of his father's former estate; Katrinka picking potatoes in the fields of the Communa to avert suspicion from Boris; and discovered when she crept away in her agony of child birth by Peggy Likorenks, Peter's Amerikanka. The impact of the Revolution upon old and young Russia, while it does not make a smooth story, makes an unforgettable one for older girls. Forced situations and strained coincidences are forgiven in our interest.

—ISABEL McLAUGHLIN.

MYSTERY HOUSE. By R. J. Burrough. *Longmans.* \$1.50.

Here we have a combination of an exciting modern mystery and a high school baseball story. *Mystery House* is a second Smiley Adams story, with the same remarkable boy hero who rescued his half-back friend from a band of racketeers and received a twenty-five thousand dollar reward for the capture of the killer, in the earlier book. Now Smiley again has cleared up a murder charge. Quite by accident he discovers the real murderer and very cleverly turns him over to the authorities. The mystery races along fast enough to satisfy any boy, if the library can afford to spend the public's money for even a well written mystery story.

—ALICE E. BROWN.

SILVER CHIEF, DOG OF THE NORTH. By Jack O'Brien. *Junior Literary Guild and Winslow.* \$2.

Silver Chief was half wolf and half Siberian huskie. His early life was spent roaming freely in the wilderness of northern Canada, until an officer of the Northwest Mounted Police captured him, won his confidence and trained him. How Silver Chief's master captured the outlaw he was seeking, and although wounded himself brought him to justice with the aid of Silver Chief is the important part of the story. The bravery and willingness with which the Mounted Police officer endured appalling hardship and danger in order to perform his duty is a commendable feature of the book. Although a "wholesome, outdoor story" which will appeal to older boys, its mediocre style, weak plot and improbable incidents make it inadvisable for library purchase.

—JESSICA KING.

THE FAIRY DICTIONARY. By George F. Richards. *Macmillan.* \$1.

The native habitat, the pranks, spells and magic powers of elves, brownies, leprecauns, witches, trolls and all other dwellers in fairy land are described in this newest addition to the "Little Library." It is a most informing little volume with a suggestion of charm, perhaps a reflection of its subject! There are spirited black and white sketches, by the author, and one full page colored picture of the "little" people. It is a gay, useful and welcome little book.

—AGNES COOK.

COLETTE AND BABA IN TIMBUCKTOO. By Katie Seabrook. *Coward.* \$1.75.

This pleasant travel story for children of eight or ten years has a mildly entertaining plot and is not unduly informative. Both Colette, the French captain's daughter, and Baba, son of a Touareg chief, are interesting, natural characters. Pictures are by Erick Berry. This was a Junior Literary Guild selection.

—LETHA M. DAVIDSON.

MARKO, THE KING'S SON. By Clarence A. Manning. *McBride.* \$2.50.

Marko Kraljevich, the Serb, lived in the fourteenth century and was known as the defender of the Serbs when the Balkan countries were under Turkish control. Numerous legends have grown up around him and he is the great figure in the epic poetry of Serbia, Bulgaria and Roumania. The author of this book has taken his material from the many ballads about Marko and has arranged it to make a chronological account of his life and exploits. The hero is presented as ferocious in combat, but just and honorable, loyal to his friends and kind to the poor. With the aid of his brave horse, great sword and super-human physical strength, he always overcame his foes, no matter how far they outnumbered him. He represents a simple and crude type of heroic ideal in keeping with the crude and bloody times in which he lived. The author's style is matter-of-fact rather than poetic. A guide to the pronunciation of proper names, a glossary and list of sources are included.

—JESSICA KING.

ROBIN AND HEATHER. By Mabel L. Robinson. *Macmillan.* \$2.

Robin is the same Robin who appears in *Robin and Angus*, and *Robin and Tito*. Here she spends the summer on her grandfather's estate in Scotland where she learns to ride Heather, a white pony, wins her grandfather's heart and solves one of his problems. Somewhat puzzling in its adult attitudes, and a bit snobbish in tone, it is, however, interesting.

—ISABEL McLAUGHLIN.

THE RED RAJAH. By Louise Andrews Kent. Illus. by Kurt Wiese. *Houghton.* \$2.50.

A sequel to *Douglas of Porcupine* wherein Ronald Douglas, the young cousin in the former book is invited to bring his whole adopted family to India to witness the coronation ceremony of his royal Hindu stepfather as a Rajah. The story is full of mystery and exciting adventure laid in India, England, and on Porcupine Island in Maine. Although a few incidents seem improbable and slightly overdone, the book is full of vitality, and the characterization of a modern family of growing boys and girls is very well done. A satisfying mystery tale which is also well-written and wholesome. For children from 6th to 10th grades.

—HELEN NEIGHBORS.

THE NEST. By Alice Dussauze. *Macmillan.* \$1.

The story of a house in France tells in simple language for younger readers the day-by-day activities of a French family of five children. Their lessons, a walk, a picnic, their pets, playmates and visits are described in the detailed way that small children like, but the prim style and the moralizing rob the story of all zest. The terrifying experience of being lost in the woods is related in the same even tempo as little sister's sewing lesson. The book is published in the Macmillan Little Library edition and is comfortable in size and attractive in make-up.

—JESSICA KING.

PRairie Anchorage. By Marjorie Medary. Illus. by John Gincano. *Longmans.* \$2.

The author has done a very good job in this book for older girls in recreating the atmosphere and life of the 1850's. The story starts with the journey of the Jameson family from Yarmouth through New York, Detroit and Chicago to Iowa and ends with the family settled on a claim there happily busy in their task of pioneering. All the miseries and delights of traveling in those days as well as the pleasures and despairs of the pioneer are well pictured. The book is full of interesting incidents and though there is not much of a plot the story never lags and the older sister Hannah one feels is a real person.

—HELEN NEIGHBORS.

POPO AND FIFINA. By Arna Bontemps and Langston Hughes. *Macmillan.* \$1.50.

Life in Haiti as seen by Popo and Fifina, small black brother and sister, is a simple and delightful affair. The book is like them in its simplicity and directness, though a good many details are casually mentioned, increasing the book's value for library use. The silhouette illustrations by E. Simms Campbell are unusually attractive.

—LETHA M. DAVIDSON.

BOBBIE AND DONNIE WERE TWINS. By Esther Brann. Illus. by the author. *Macmillan.* \$1.

This book is written simply for three and four year old children and concerns itself with the important happenings, such as cleaning teeth and making snow men, that fill in the long year between one's third and fourth birthdays. Children will enjoy the chain of events. The children in the pictures, while in a certain way attractive, are static. One feels that a greater variety in action and more real action would add vastly to the interest of the story. The pictures are colorful, though the color combinations are not wholly pleasing. However, there is much delightful child nature in the book and it helps to fill the need for books for very little children.

—EMMA L. BROCK.

ENCHANTED CASTLE. By E. Nesbit. Preface by May Lamberton Becker. *Coward.* \$1.75.

The summer adventures of four children into the land of magic and enchanted castles. There are secret passages and sliding panels, rings that produce invisibility, statues that become alive in the moonlight, all delightfully mixed up with normal everyday happenings. It is as Mrs. Becker says in the introduction "if you are going to read this book you must believe in magic—not for good, of course, but while you are reading it." Written with a thorough understanding of children and of the requisites of a thrilling tale, it is as modern in its appeal as though it had been written today. This story will not need as much introduction to children as the *Bastable Children*. For boys and girls from 10 years up.

—HELEN NEIGHBORS.

SHIP BOOK. By Jean H. Dukelow and Hanson Hart Webster. *Houghton.* \$1.50.

All about ships, accurately and interestingly told for the middle grades. The book is divided into three parts—ships and what they do, ships and how they came to be, and what all young sailors should know—a division which makes the book particularly adaptable for school projects which sometimes approach the subject from one angle and sometimes from another. The last section includes information on block prints, model boats, how to sail a boat, sailor's knots, chanties, and a little dictionary for sailors. There is a good index. Annotated bibliographies at the end of each chapter lead the child to further reading. Libraries on the coasts will welcome the fact that ships often seen in our harbors are mentioned by name. This unusually valuable book grew out of a project at the Demonstration School, University of California at Los Angeles. It is unhesitatingly recommended for libraries. Well bound and illustrated.

—CLARA E. BREED.

GASTON AND JOSÉPHINE. By Georges Duplaix. *Oxford.* \$2.

This is a genuinely funny book with humor to amuse grown-ups and humor to amuse children. Gaston and Joséphine, two very rosy French pigs, start out for America and undergo a series of adventures, delightfully inconsequential adventures, which culminate in a fog at sea. These two kindly pigs impersonate the broken fog horn by squealing loudly from the crow's nest and on their arrival in New York are given New York's famous official welcome. The pictures are in full color and on every page and are laughably humorous. The ones of France are utterly French from the paper on the wall in the hotel room to the basket lunch in the third class railroad carriage. The amusing side of New York is as aptly portrayed by the French artist. The drawings of Gaston and Joséphine are just the essence of pig, untroubled by too much detail. Children who read will treasure the story and children who cannot read will pore over the pictures to the end of the day.

—EMMA L. BROCK.

BARRY BARTON'S MYSTERY. By Jeannette Everett Nolan. Illus. by Mary Ponton Gardner. *McBride.* \$1.75.

The young self-appointed detectives in juvenile mystery stories usually are all but faultless in following clues, and are almost divinely endowed with premonitions. Barry Barton is no exception; she visits the home of a blind uncle, is precipitated into a "mystery" which includes strange actions on the part of her "Uncle" and his personal servant, unaccounted for footsteps in the house and a likeable young German seeking "papers." With the aid of a neighbor boy and her brother, both as acute as herself, Barry untangles the riddle. The reader is relieved to know that Barry's uncle had been kidnapped and his rôle impersonated by a scoundrel for the purpose of stealing some documents. The mystery-story formula varies but little, though the tale is well developed, with a plot which is plausibly worked out.

—ELEANOR HERRMANN.

THE HAY VILLAGE CHILDREN. By Josephine Siebe. Translated by Frances Jenkins Olcott. *Houghton.* \$2.

An amusing and sympathetic story of life in a German village. Unfortunately the book has been sadly marred by being translated too literally in some places. Awkward sentence structures and unnatural English phrasings obtrude themselves upon the reader and emphasize the fact that this is a translation from a foreign tongue.

—MARIE L. KOEKER.

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